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School Prospectus

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Regular updates of news, events and letters issued to parents are available on the school website.

General Information

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Welcome from the Head Teacher

I should like to take this opportunity to thank you for your interest in Dyce Academy. This handbook is designed to provide information which you may find helpful as your son or daughter transfers to this school.

The aims and values of Dyce Academy are outlined here and I hope you will gain a sense of what is important for us in the school community.

Staff at Dyce Academy value your involvement in the education of your son or daughter, our pupils, and I assure you that you are very welcome in the school.

Together, I believe that we can work to reach the highest standards of achievement for our young people during the time they are in Dyce Academy and beyond.

Lesley Adam
Head Teacher

Vision and Values

School Motto: Learning for Life

Vision Statement

We shall endeavour to make Dyce Academy a caring learning community where individuality is nurtured in a safe, supportive and respectful environment.

Our students will become global citizens, able to contribute successfully and responsibly to society.

We shall strive to ensure that each person's experience will be challenging, enjoyable and lead to successful learning.

Values

The values which underpin this vision and against which we shall evaluate our performance are:

- Respect
- Responsibility
- Fairness
- Integrity
- Ambition

We will all be proud to be part of the Community that Dyce Academy serves.

Aims of Dyce Academy

The aims of Dyce Academy are to provide a wide range of challenging, interesting and enjoyable educational activities which will provide pupils with opportunities for the development of:

- core areas including literacy, numeracy and health and wellbeing, both within subject areas and across the curriculum
- knowledge and understanding abilities, talents and interests
- social skills, including the development of self-respect and consideration of others

within a structure which allows for the different needs of individual pupils.

We seek to achieve these aims by:

- creating a positive working atmosphere
- using a variety of learning and teaching approaches within a clearly structured framework
- drawing on a wide range of resources
- encouraging pupils to work towards realistic but challenging targets monitoring, recording and communicating individual pupil's progress giving pupils some choice in, and responsibility for, their own learning evaluating current school practices on a regular basis
- encouraging and providing staff development opportunities

We believe that in achieving our aims we will enable young people to become successful learners, confident individuals, responsible citizens and effective contributors so that they may take an active and fulfilling role in the world.

The School Day

The day starts with a six-minute registration period in register classrooms. Pupils will then be in classes for five or six 'periods' during the day, each one lasting one hour.

There is one break between periods 2 and 3 for 20 minutes a lunch break of 50 minutes.

The school day times are -

Warning Bell	8.25 am		
Registration	8.29 am	-	8.35 am
Period 1	8.35 am	-	9.35 am
Period 2	9.35 am	-	10.35 am
Interval	10.35 am	-	10.55 am
Period 3	10.55 am	-	11.55 am
Period 4	11.55 am	-	12.55 pm
Lunch	12.55 pm	-	1.45 pm
Period 5	1.45 pm	-	2.45 pm
Period 6	2.45 pm		3.45 pm <i>Monday and Tuesday only</i>

School Dress Code

Dyce Academy pupils are expected to comply with the School Dress Code which is outlined below. Failure to comply with this code will result in a letter from the Head Teacher.

S1-S6 Dress Code	<ul style="list-style-type: none">• Black dress trousers/skirt (no jeans/tracksuit bottoms/joggers)• Plain black jumper/cardigan/sweatshirt with the school logo• Plain black/white shirt/blouse/t-shirt (no patterns/stripes etc)• School tie• Dark smart shoes/trainers• Black blazer (optional)
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Many of the items listed in our dress code can be purchased at a variety of retailers throughout the city.

Physical Education Kit Requirements

Red Dyce Academy T-shirt
PE shorts/tracksuit trousers
Socks
Indoor Training shoes with non-marking soles

For football, hockey, athletics and cross-country tracksuit or warm jumper and outdoor training shoes are required.

For swimming – appropriate swimming costume/trunks

Sweatshirts, hoodies, polo shirts embroidered with the Dyce Academy logo can be purchased through the school at a reasonable cost. The school office has samples of these garments should you wish to check sizes. Order forms are available from the school office.



Aberdeen City Music School

ACMS is a national music school for young musicians with well above average ability in music. It offers a specialist music curriculum within a comprehensive secondary education setting at Dyce Academy, providing music tuition of the highest quality. This exciting school has been made possible as a result of funding from the Scottish Executive.

ACMS aims to encourage musical excellence and stretch each pupil to his/her full potential, within a comprehensive school environment, through:

- Identifying potential at audition – acceptance into ACMS depends on musical ability not financial status
- Providing high quality tuition, including masterclasses, in a wide range of instruments/voice
- Providing high quality, broad musical education including a second study as well as a main instrument, a wide range of musical styles, ensemble work and specialist music classes covering composition, aural training and general musicianship
- Making the learning process good fun not just hard work
- Providing the opportunity to take part in public perform
- Offering a friendly and caring environment
- Providing high quality boarding facilities for those pupils who require them, staffed by adults who have a good understanding of young people

ACMS also aims to contribute to the cultural life of Scotland through:

- Working closely with national orchestras and artists
- Providing a high quality outreach programme that will benefit other schools and interested groups

Aberdeen City Music School (ACMS) - General Policy Statement

Following success at audition, pupils are enrolled in ACMS and Dyce Academy.

Pupils can be admitted to ACMS for any year. A specialist music curriculum will be devised on an individual basis for each ACMS pupil. This will be made up of regular (weekly) specialist instruction in the pupil's instrument(s), masterclasses, individual practice, ensemble work and specialist academic music classes. Progress will be constantly reviewed.

The time for this specialist curriculum will be found by extending the school day until 1700 hours and modifying the mainstream school curriculum slightly to provide 4-5 hours per week during the normal school day giving a total of approximately 10 hours per week.

The courses to be dropped will be agreed on an annual basis through discussion between the parents, pupil and appropriate Dyce Academy Staff (management, pupil support and subject staff where relevant). Course continuity will be ensured when this is regarded as essential. The school has decided that PSE will be compulsory for all pupils and that

English and Mathematics will be compulsory for pupils in S1-S4. Pupils will be encouraged but not obliged to ensure that curriculum balance, as defined in Curriculum for Excellence guidelines, is maintained. No pupil, however, should miss out any subject for both of S1 and S2 or any subject or subject area, which is compulsory for mainstream pupils for both of S3 and S4. The staff have agreed that the partial study of a subject in S1/S2 will not preclude an ACMS pupil from choosing that subject area in S3.

Once a timetable has been agreed for a session every effort will be made to avoid ad hoc arrangements for musical activities, which would involve missing classes. If the need for such arrangements does arise, they can only be made by following the school procedure for requesting such absence, which involves seeking the permission of the teacher of the classes to be missed.

Accommodation for pupils outwith reasonable travelling distance will be provided by ACMS. There is a parental contribution of less than 10% of the cost of boarding with reasonable concessions available. Breakfast and an evening meal will be provided but not lunches or other snacks.

At present, ACMS will meet the cost of transporting pupils to and from musical activities outwith school hours, which have been arranged by ACMS. The cost of transport to and from social or extra-curricular activities will not be met by ACMS.

As is customary at specialist music establishments, ACMS students will have certain obligations in relation to music performances. They will be expected to take part in performances organised by ACMS, some of which may be at weekends, when requested to do so. They will also be required to seek the permission of the Director to take part in performances not organised by ACMS. This is to prevent overload and protect the good name of the pupils and the music school.

Query/Complaint Procedures

If you have a query or complaint what do you do? Please see diagram below –

Dyce Academy and ACMS Students

Query/complaint
about general
school issues

↓
PT Pupil Support (Guidance)

↓
Deputy Head
S1 – S2 or
S3 or
S4 – S6

ACMS Students Only

Query/complaint
about musical issues

↓
Director
of ACMS

ACMS Students Only

Query/complaint
about boarding

↓
Residence Manager

↓
Head Teacher
Dyce Academy

↓
Quality Improvement
Manager for Dyce Academy

↓
Chief Education Officer

PUPIL WELFARE

Assemblies (including Religious Observance)

Pupil Support (Guidance)

Behaviour Management

Safety Rules

Child Protection

Pupil Council

Extra Curricular Activities

Canteen – Healthy Eating

Lockers

Community Health and Sickness

Assemblies

There is an assembly for each year group once per week throughout most of the school year. The day on which any particular year has its assembly varies from week to week. On the day on which there is assembly, pupils of the year involved still report to their register classroom as normal and only after registration go to the area set aside for assembly.

These assemblies are usually taken by a member of the senior management team. Some topic or issue is discussed in a way which encourages pupils to reflect on their attitude to life and the world about them. At certain points in the year eg Christmas, Easter, the RMPS Faculty may lead assemblies.

Pupil Support (Guidance)

In order that each pupil feels confident and comfortable in school and thus maximises their potential, each pupil will have a PT Pupil Support. This teacher will keep in touch throughout a pupil's time in the school. He or she will help particularly when a pupil first comes to the school, when a pupil chooses his/her National Qualification courses and when a pupil is thinking of a future career. The PT Pupil Support's main job, however, is to get to know each pupil in their caseload and be available to help with any problem a pupil may have. He or she will also talk with a pupil if there are concerns about progress or behaviour. Usually, members of the same family will have the same PT Pupil Support so that both parents and teacher get to know each other well too.

Our Pupil Support (Guidance) team currently consists of three members of staff:

Mrs A Sim (Brimmond)
Miss C Hosie (Kirkhill)
Mrs L Rodland (Ramsay)

Merits (S1-S6 Pupils)

The aim of this scheme is to let you share in the praise and encouragement which your child is receiving here in school. Pupils will be issued with merits by classroom teachers for:

- Increased Effort
- Improved Behaviour
- High Standard of Homework
- Increased Motivation
- Responsibility for Learning
- Promoting a Positive Ethos
- Resilience in Learning
- Commitment to Challenge
- Sustained Effort
- General – to cover other areas of praise

Class teachers will show their recognition of these qualities in your child's efforts in class by using our computer system to register their merits. These merits also contribute to our house system at Dyce Academy allowing all pupils to contribute towards their own house's points. When your child reaches an aspirational number of merits you will receive a letter home which will show our recognition of their positive effort. You may also decide to encourage or reward this effort as well, in whatever way you think best.

By working together in this way we hope that pupils will see that their positive efforts are being seen, recognised and rewarded both in school and at home. We are aware that acknowledgement of success, in whatever field, breeds more success, and we need to embrace this.

Peer Helpers

S6 students taking on the role of Peer Supporter for the S1 pupils has been a long standing tradition at Dyce Academy. This is a volunteer scheme whereby S6 students undertake training on communication and listening skills, child protection issues, decision making and team working as well as liaison with members of staff. This equips the students to take on responsible and varying roles such as:

- Supporter at the Cullen Experience
- Classroom assistant
- Attendance at registration
- Acting as a buddy to those finding the transition more difficult

Behaviour Management

There is a large number of pupils in the Academy. If we are going to work together happily and make the school a pleasant place to be in, we all have to follow an acceptable code of behaviour.

We have no intention of making lots of unnecessary and, therefore, unreasonable rules. The rules we have made appear in other parts of the booklet in relation to certain procedures (eg attendance and safety) where the need for them is obvious.

In Dyce Academy we operate a system of Positive Behaviour Management. Our ground rules, which are displayed throughout the school are: –

- Ready
- Respectful
- Safe

Above all else, teachers have the right to teach and pupils have the right to learn.

We obviously hope that all pupils will accept and follow this code of behaviour. If, however, a pupil breaks one of the ground rules they are now in the early stages of our Positive Behaviour Management strategy and home may be contacted by the class teacher. The teacher will strive to work with the pupil on the issue through one-to-one meetings. If these are not successful in modifying behaviour, the pupil will progress through the stages of the policy and home contacted accordingly.

If a pupil's behaviour becomes a threat to the smooth running of the school, a pupil may be temporarily excluded from school.

Digital Devices eg Mobile Phones

The school has the following policy in relation to mobile phones:

It is recognised that many pupils will want to bring digital devices to school but, as with other valuable items which are not required, the school will not accept responsibility for any loss or damage to them. Digital devices must be switched off during classes and must not be visible. Failure to comply with this instruction may result in confiscation of the device for the remainder of the day. Parents may be asked to collect the device if it is confiscated more than once.

THE USE OF CAMERA PHONES IN CLASSES OR IN ANY OTHER PART OF THE SCHOOL BUILDING IS STRICTLY FORBIDDEN.

Parents who wish to contact their child during the school day should do so through the school office.

Safety Rules

In Dyce Academy we keep rules to a minimum and those that are made are designed to make sure the school is a safe, happy place. Parents and pupils will all recognise that the following rules are necessary to ensure that this happens:

- 1 There should be no cycling in the school grounds
- 2 There must be no running inside school buildings
- 3 Movement along corridors and on stairways must be on the left
- 4 Schoolbags must not be left lying in corridors
- 5 Litter must be put into the litter bins provided
- 6 No eating or drinking of any kind is allowed outside the canteen except for medical reasons or during lunchtime clubs
- 7 Pupils must follow the procedure for fire drill when required - details of fire procedures are posted in each classroom
- 8 Flammable clothes must not be worn in departments where there may be naked flames in the classroom, eg Home Economics, Science, Technical

Note to Parents

Supervision: The Education Authority makes no provision for the supervision of pupils outside the classroom. Every effort is, however, made to ensure that an orderly atmosphere prevails in the school and that any incidents around the school are dealt with quickly and effectively.

The school cannot, however, provide even this safety cover once pupils leave the school grounds. We suggest, very strongly, that pupils remain in the school grounds at intervals and at lunchtime if they do not go home for lunch. If, however, they do leave the grounds, it must be recognised that they are on their own.

Insurance: No insurance cover is held by the Aberdeen City Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The City Council does hold Public Liability Insurance which indemnifies the Council for claims from third parties (eg parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

Child Protection

Aberdeen City Council policy states:

"Given on-going concern on the subject of child abuse and changes in the law, schools are now required to report if they think any child has come to harm as a consequence of child abuse.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and has been specially trained for this task. In Dyce Academy, the Child Protection Co-ordinator is the Depute Head Teacher with responsibility for Pupil Support. The Head Teacher is the Deputised Senior Manager. Should you wish to talk further about Child Protection and the safety of the children, please feel free to contact the Head Teacher.

Where there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, the Police or the Children's Reporter and under these circumstances, the parent(s) would not normally be consulted first."

Extra-Curricular Activities

Pupils will have the opportunity to join groups which meet outwith normal school hours. These change from year to year but usually include a wide range of activities. There are, for example, well established groups for Basketball, Football, Drama, the Duke of Edinburgh Award Scheme and a number of Music groups.



School shows and concerts take place each session.

Pupils will also be offered the chance to go on a variety of trips - both at home and abroad - throughout the session; for example, visits to the theatre, sailing/walking expeditions, foreign sightseeing trips. Details of extra-curricular activities are listed on the school website.

Canteen – Healthy Eating

The school canteen operates a cafeteria service at lunchtime. Salads, sandwiches, hot snacks and hot and cold drinks are available as well as the usual two-course meal. The price of the two-course meal and of the other items are displayed in the canteen. After making their selection, pupils pay for their meal or snack at a till using the Accord Card. Pupils will be given more information and issued with a card before joining the Academy.

Snacks are also available from the canteen at interval.

Pupils who bring packed lunches to school should eat them in the school canteen. No food is allowed in the teaching block.

Parents who feel their child is eligible for free meals should apply online at – <https://www.aberdeencity.gov.uk/services/education-and-childcare/school-life/apply-free-school-meals>

Accord Card

All pupils are eligible for an Accord Card upon transition from Primary School to the Academy. This is required for purchase of food and drink from the school canteen. The Accord Card also entitles the pupil to free Young Scot membership until their 19th birthday. This entitles the cardholder to local, national and European discounts including entertainment, culture, clothes and beauty stores.

Application forms for this service will be supplied to all P7 pupils, along with a request for a photograph. Accord Cards will be sent to the pupil's home. If a card is lost or damaged a replacement card can be requested via the school office. A temporary card may be issued if needs be. Money can be loaded on to Accord Cards either through cheque or the cash loading machine sited in the school canteen.

Lockers

Lockers are sited in the school canteen and may be rented for a non-returnable fee of £5.00. This fee covers however long the pupil wishes to use the locker. Pupils are responsible for the security of their lockers and should not divulge their security code to anyone else.

Community Health and Sickness

If a pupil feels unwell in class, the class teacher should be informed who will refer the pupil to their PT Pupil Support (Guidance) or to the school office. In most instances staff will be able to deal with the matter, but in more serious cases they will contact a senior member of staff to arrange for qualified medical aid to be sought.

Sometimes a pupil may have to be sent home but this will only take place once home has been contacted by the school office and suitable transport arrangements made. The school must be supplied, by the parent of every child, with an emergency contact address, eg grandmother, aunt, neighbour, parent's employer, or some other person so that the school can quickly inform someone and arrange for a pupil to be looked after if parents are not contactable. **It is essential that this information is accurate and changes in circumstances must be indicated to the school.** Failure to do this might mean that parents have to be contacted at work.

Parents or guardians have prime responsibility for their child's health and should provide school with information about a child's medical condition. If a pupil suffers from any recurring illness or have to take medicines or tablets during the school day, please inform the appropriate PT Pupil Support (Guidance) and in this way it may be possible to give a student speedier and more effective assistance if any difficulty arises. Parents should provide precise written instructions on the amount and frequency of dosage, and signed authorisation to administer such medication. In particular when a child requires inhaled treatment for asthma, pupils are requested to supply a reserve inhaler/supply of medication to be kept in a secure place in school. Such reserve medication should be renewed as appropriate. There is no legal duty that requires education school staff to administer medication; this is an entirely voluntary role.

First Aid

A team of trained first aiders are on hand to administer first aid. If the first aider deems it appropriate and advisable, parents will be contacted and requested to take their child to either the local doctors' surgery or to Accident and Emergency for further treatment. In every case, any decision will be made with the child's best interests at heart.

School Health Team

The School Health Team includes the School Nurse (part-time) and the School Doctor who work in close liaison with School Staff, especially the Pupil Support (Guidance) team and other health professionals to help pupils maintain their health and wellbeing. In this way they can gain as much as possible from their time at school.

This includes:

- Carrying out immunisation programmes as per school Health Services requirements
- Co-ordinate care plans and advice for pupils with special needs
- Raising awareness of health needs and encouraging young people to adopt a healthy lifestyle through regular health checks and interviews

Medicines/Prescription Drugs – Arrangements for Administration

No member of staff at Dyce Academy, including the nurse, is allowed to issue any medication to pupils. This includes such things as paracetamol and throat lozenges. This is in line with guidelines produced by the Health & Safety Executive and medical organisations. The reason for this restriction is that a relatively small quantity of paracetamol can lead to overdose, the consequences of which are extremely serious. As we cannot be certain whether or not pupils requesting tablets have already taken paracetamol in some form, it is regarded as extremely unsafe to issue any tablets at all.

As stated earlier, in some cases pupils must take prescription drugs while at school. In cases such as these, parents are asked to advise the appropriate Depute Head Teacher and convey a supply of the prescribed drug to school. It will be kept in a locked cabinet in the MICAS Base. Pupils should go to the MICAS Base at the appropriate time to take their medication. At that point they will be asked to sign a log to say they have received their medication.

PROCEDURES

Registration and Attendance

Communication

Leaving School

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Transport

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Storm Arrangements

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Registration and Attendance

Each morning all students have to register with their register teacher in the room allocated to their register class. When pupils have a medical or dental appointment, written evidence of this must be shown to the register teacher on the appropriate registration day.

If a pupil does not attend registration at all he/she will be marked absent. Therefore, if a pupil is late arriving at school he/she must report to the office.

On return from an absence, a pupil must bring to school a note signed by the parent/guardian explaining the reason for non-attendance. This note should be handed to the register teacher who will send it to the office. This allows a check to be made to make sure everyone who has been absent has brought a note of explanation and any pupil who has not will be reminded to bring one. If a pupil is absent for more than three days without the school being contacted, the school will make contact with home to explain the absence. Telephone calls, or e-mails, are appreciated especially if an absence is to last more than three days, but **phone calls must be followed by a written note as there is a possibility that these may not be genuine.** If a pupil does not bring a note upon return to school, the school will contact parents pointing out this failure and asking for a note. All pupils leaving school during class time for appointments, must report to the office before they leave and when they return.

Note to Parents

The decision as to whether or not a pupil takes time off school is not the school's to make. It is a parental decision; we are not in a position to grant or deny absence. We obviously appreciate advance information of planned absences and will only respond if we think the absence could be judged to be truancy or if it is for a family holiday when we issue a standard letter. Time off to travel to football matches or to visit the hairdresser are not acceptable reasons for absence. Medical or dental appointments should, as far as possible, be made at times other than during the school day.

It is important that you recognise that pupils' absence from school can damage their progress which can in turn lead to underachievement in future examinations. Pupils missing classes are expected to find out what work has been missed and to catch up with this as soon as possible on their return to school. This is, however, no real substitute for doing the work with their classes. It is also important that you understand that class teachers cannot be expected to undertake any additional work to help pupils catch up with work missed due to holidays.

Except in very exceptional circumstances, family holidays taken outwith the normal school holiday period will be classified as an unauthorised absence. Exceptional circumstances include family bereavement or written confirmation from a parent's employer that holidays must be taken during term time.

Lateness

A warning bell sounds at 8.25 am to signal to pupils that they should be making their way to registration class. A second bell rings at 8.29 am to signal that registration has begun. Any pupil who enters the class after that second bell will be marked as late. If a pupil misses registration altogether, he/she should sign in at the school office and make his/her way directly to class. Again, at 1.40 pm a warning bell sounds and a second bell at 1.45 pm signifies that class has begun. Any pupils who enter class after the second bell will be registered as being late. Ten or more instances of being late will result in a letter to parents from the appropriate Depute Head Teacher. Persistent lateness may result in the involvement of the Home-School Liaison Officer.

Communication

Each day a daily bulletin is issued to the register teacher who reads it out during registration. It contains information that might affect all or only some pupils. This daily bulletin can be consulted on the plasma screen in the main foyer which displays notices relating to all school activities. Pupils who wish to have notices displayed in the bulletin may do so by first submitting them to the appropriate Depute Head Teacher.

A school newspaper, 'Update', is published each term.

The School Website is updated regularly and contains information about the school and departments – www.dyceacademy.aberdeen.sch.uk.

Groupcall Messenger is used by the school to alert parents to absence, lates, events and other important information. An up-to-date parental mobile number is required for this service.

Leaving School

When a student comes to the end of their time at Dyce Academy and finally leaves school, or moves out of the area, they must go through a leaving procedure. A student should obtain a leaving form from the school office and take it to their PT Pupil Support (Guidance) who will explain how the system operates. When completed this form must be returned to the appropriate Depute Head Teacher.

Request for Report or Reference

If a pupil needs the school to supply him/her with a report or reference, please try to give as much warning as possible. It takes time for the school to gather together all the necessary information needed for a proper report.

Transport

If a pupil lives three or more miles away from school they are eligible for school transport and should contact the school office to obtain the necessary form.

The bus passes which are issued to pupils cover a three-year period. It is, therefore, very important that pupils look after their pass and do not dispose of it at the end of a session. If a student does lose their pass, a charge of £10.00 is made for a replacement.

Buses do not leave the school until 10 minutes after school ends, so pupils should not miss their bus. If a pupil does miss the bus, they must report to the school office when parents will be contacted to make arrangements to transport the pupil home.

If a pupil lives less than three miles from school but feel that it would be unsafe to walk or cycle to school, please let the school know. Transport may be available on safety or medical grounds. Aberdeen City Council will take expert advice from qualified road safety practitioners and medical staff as appropriate before any final decision is made.

Pupils are obviously expected to behave in a civilised manner on buses and to follow the instructions of the driver or escort. Failure to do this could result in temporary or permanent withdrawal of bus passes. Smoking is not permitted on school buses.

School Outings

In order to provide pupils with as wide a learning experience as possible, teachers will take pupils out of school from time to time. Usually these outings take place within a teaching period; on others the outing may last for a half-day or longer.

Parents will not be specifically informed when an outing is taking place within a teaching period. In many cases it will be obvious from the nature of the activity that pupils will have to go out of school, for example, cross country running, traffic surveys, etc. In many other courses, the course outline makes it clear that pupils will be involved in out of school activities. We believe that these outings are desirable to give pupils access to facilities not available in school and in many cases they are an essential part of a course. Pupils will always be supervised by a member of the school staff.

A letter will always be given to pupils to take home when an outing encroaches on the teaching period of another subject. This letter will let parents know the nature of the activity to be undertaken and will include a consent slip to be returned to the school.

Storm Arrangements

Sometime before the onset of winter, storm arrangements will be made. These ensure that every pupil who does not usually live in Dyce has an address in the village itself to which they could go in the event of a sudden storm blocking the roads and making it impossible to get home from school.

In the Admission Form parents will be asked to name someone in Dyce who would be willing to give their child a bed for a night, or possibly longer, should the need arise.

If parents cannot provide an address privately, the school will try to find one. It must be stressed that every effort should be made by parents to find a suitable address as the school could find it difficult to find places for all pupils.

Adverse Weather Arrangements

If weather forecasts are received which suggest that a serious storm may arrive during the day, pupils who live in country areas may be sent home early if it is felt that this can be done without putting them at risk. In the event of this decision being made we will not be able to contact parents. Pupils should, therefore, be able to gain access to their houses or to a neighbour's house. If this is likely to cause a problem, parents should inform the school.

School Day Starting Late

If the weather forecast for the following day suggests that there will be a significant snowfall overnight, school will start later the following day. Arrangements will be made with our travel operators to pick up pupils 1 hour later than usual. This will enable most of the school day to run as usual but avoid the early morning traffic congestion. On such days pupils should not arrive in school before 9.30 am.

When these arrangements are operating pupils will be informed the day before, if possible. In all cases, information will be broadcast through Groupcall, on Northsound and Radio Scotland and put on the Schools Information Line and City Council website – details at end of next section.

Partial or Full Closure for the Full Day

On some occasions it is possible that there will be a large unexpected fall of snow overnight. Some school transport does not always run the following morning and on such occasions transport information will be broadcast on Northsound and Radio Scotland and put on the Internet and Schools Information Line – see below.

On the days when some school transport does not run, the school is usually kept open for pupils who can get to school either because they live nearby or parents can transport them. It is very important, however, for parents of pupils who are usually transported to and from school by bus to recognise that if they bring their children to school in the morning they are also responsible for picking them up at the end of the school day.

If there are no announcements to the contrary the school will be open and efforts will be being made to run all transport at the normal time. It is, however, important to recognise that buses may not be able to access all pick-up points. If a bus does not arrive within ten minutes of the usual time, pupils should return to their homes.

Aberdeen City Council provides a telephone service for schools – the Schools Information Line. The important feature of this is the Emergency Arrangements message for parents/guardians. Information on early closures or transport arrangements will be available and updated as necessary. You can access the Information Line by dialling 0870 054 1999. You will then be asked for a six-digit PIN number which is 011040 for Dyce Academy. You should then choose Option 1. The cost of the call from a landline is no more than 10p/call.

To obtain information from the internet go to <https://www.aberdeencity.gov.uk/school-closures> and click on Dyce Academy.

Lost Property

Pupils can help to avoid confusion by labelling appropriate property such as clothing for easy identification. Lost and found items should be reported directly to the school janitor. It is in pupils' own interests not to bring valuable items to school such as iPods and very expensive clothes. The school cannot be held responsible if pupils choose to ignore this and then lose belongings.

Valuable items, eg watches, which are found but not claimed from the janitor are passed onto the Police at Bucksburn - usually near the end of each term.

All pupils are responsible for their own property and the school does not accept responsibility for bags, articles, etc left unattended.

CURRICULUM

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Junior Phase (S1-S3)

S1/S2 Curriculum

In a pupil's first two years at the Academy, almost all classes are mixed ability. Also in these first two years pupils will follow a common course where all pupils will study the same subjects. These subjects are as follows with the average number of periods per week over the two years, shown in brackets.

Art	(1)	Maths	(4)
Business and Computing	(1)	Music	(1)
Design & Technology	(2)	Personal & Social Education	(1)
Drama	(1)	Physical Education	(2)
English	(4)	Religious & Moral Education	(1)
French	(2)	Science	(3)
Home Economics	(1)	Social Subjects	(3)

S3 Curriculum

At the end of S2, pupils will select subjects they wish to specialise in for National Qualifications. All pupils continue with the core subjects of English, Maths, PSE, PE and RMPS.

Senior Phase (S4-S6)

The Senior Phase of young people's education builds firmly on the broad general education which went before. This offers pupils the opportunity to extend and deepen their education as they start to build a portfolio of qualifications that will enable them to follow a pathway to the next stage – whether that is further or higher education, training or employment.

Pupils will complete 7 National Qualifications at the end of S4 and up to 5 National Qualifications in S5-6 plus PSE, PE and RMPS. The National Qualifications will be at an appropriate level for the most part from National 4, National 5, Higher and Advanced Higher.

A Subject Choice Booklet is produced annually to support the choice process.

Literacy, Numeracy and Health and Wellbeing

While Literacy, Numeracy and Health and Wellbeing are the core responsibility of the English, Mathematics and PE departments, these are core skills which underpin learning across the curriculum S1-S6 and as such all class teachers assume some responsibility for their delivery.

Bucksburn Link

We have established a strong link with our neighbouring academy, Bucksburn, which is about two miles away from Dyce Academy. This link was set up to enable pupils from each school to follow courses in the neighbouring school. This allows both schools to offer a greater number and wider choice of courses than would be normal for schools of our size.

Staff at Dyce and Bucksburn Academy work closely together to ensure that courses are of high quality and that pupils' progress is tracked and monitored. There is regular communication between both schools with regard to issues of attendance and progress, in order to communicate effectively with parents.

Pupils are transported between the schools, free of charge, by shuttle bus which runs at registration, break, lunchtime and end of school day.

The 'link' is used by large numbers of pupils in fifth and sixth year.

Homework

Homework is an integral part of Dyce Academy's positive ethos. There is strong evidence that regular work at home on school related activities raises the standard of pupils' achievements. Homework strengthens academic skills, reinforces concepts taught by teachers, develops responsibility and accountability. Furthermore, homework promotes parental/carers awareness and involvement.

Homework should help pupils to:

- Reinforce and consolidate work done in school. Prepare for school assessments and examinations
- Encourage students to develop good study habits, independence and responsibility for their own learning progress.
- Provide a link between home and school giving parents the opportunity to be involved with their children's learning
- Develop confidence to deal with frustrations, overcome difficulties and solve problems.

The frequency and amount of homework will vary according to the subject and stage reached, but will increase as pupils progress through the school.

Homework will not normally be set for the next day but in some circumstances where classes are timetabled on two consecutive days, this may be necessary. Students should, therefore, be able to plan homework around their other activities. To help with this planning, students will be provided with a planner containing pre-printed diary sheets. Students must take this to all classes and to registration and use it to note homework set and the day on which it is due.

If homework is not completed properly and/or not handed in on time, pupils can expect to be spoken to by the class teacher and their planner stamped. If homework is still outstanding, parents will be contacted by letter. Further failure to complete homework will result in the involvement of the Faculty Head and Head Teacher. A copy of the full Homework Policy is available on the school website.

Note to Parents

If you are not prepared to support this homework policy, please contact the school.

School Planner

S1-S3 pupils are issued with a school planner. The planner is used to record what homework has been set and to act as an informal means of communication between school and home. There is also a space to write any comment parents may wish to make. For example, they might want to explain that homework was not completed because of illness. Planners are available for S4-6 students on request, but many choose to use their digital devices to record homework set.

Reports to Parents

A report on pupils' progress in school will be sent at least once per session.

Reports may be one of 2 types –

- An interim report – giving numeric information in relation to behaviour, effort, homework and grades achieved
- A full report – including teacher comments

The aims of reporting are:

- To give subject teachers the opportunity to report on how well pupils are doing in a number of different aspects/topics of their work.
- To give subject teachers to opportunity to report on pupils' behaviour, effort, organisation, achievements and next steps.
- To allow teachers to comment on progress towards targets set.

Where there is concern about a pupil's progress, parents may be contacted by a PT Pupil Support (Guidance) or Depute Head Teacher. If parents have any concerns about their child's progress they should contact their child's PT Pupil Support (Guidance) to discuss the matter.

Parents' Consultation Evenings

There are five Parents' Consultative Evenings throughout the course of the academic session. Parents' Consultative Evenings run from 5.00 pm to 7.30 pm. Parents are invited to make appointments with teachers via an online booking system. Dates of these evenings and the Parents' Information Evenings for S1, S2 Choice procedure and Senior Phase Choice procedure are available on the school website.

Pupil Support (Support for Learning)

Following Enhanced Transition plans throughout **P7** some pupils will have adapted timetables to allow for **targeted** and **specialist** programmes of support based on identified need at the outset of S1. These pupils may have more complex needs i.e. an identified Learning difficulty, an Autistic Spectrum Disorder, or a Physical Disability.

The enhanced transition process allows us to gather information from you as parents, our colleagues at Primary level, and most importantly our pupils. We use this information to create Confidential Pupil Profiles. These profiles are accessed by teaching and support staff to give comprehensive information about the pupil need and advice about how to best support the pupil.

The SFL teaching team plan and deliver support as individualised programs of work (Action plans/ IEPs) designed to identify and overcome barriers whilst enhancing achievement. These lessons can be delivered on a 1-1 or small group basis. All our planning is subject to regular review, with pupil need at the centre of all planning decisions. As a parent, your involvement in this process is critical.

During the course of **S1**, all pupils can access a level of **universal** support in English and Maths classes. This support is provided by our Pupil Support Assistant (PSA) team. Some pupils can/may have a dedicated PSA who will assist in supporting those young people with more complex and enduring need towards accessing their agreed curriculum.

Through **S2-3** all **targeted** pupils will continue to have access to individualised programs of support. The main function of this support is to enable our pupils to access the curriculum at a level appropriate to their individual ability. The other primary function of this support is to prepare our pupils for confident independence in learning and a planned transition to the senior phase, and to begin the process of considering the world beyond school.

As our pupils move towards **S4** we begin to consider Future Needs planning. We work closely with the Guidance Team and all partner agencies to provide a variety of individual experiences for pupils, ensuring they have positive destinations at the end of S4. These projects and experiences are recognised through an SQA accredited Personal Development Award Level 4 or 5.

During **S5/6** we look to encourage, where possible, a greater degree of independence in learning in our pupils to help prepare them for the demands of life after school. Many of our senior pupils maintain support links by volunteering within the SFL team, often acting as mentors/coaches for younger pupils. During this phase pupils can also enhance their Personal Development Awards to Level 6. This course will be individually tailored to meet the requirements of the pupil.

The SFL team also offer a range of diagnostic testing, including Dyslexia and Dyscalculia screening/identification and LASS (a multifunctional diagnostic assessment). We are constantly involved in the process of identifying need and overcoming barriers for all our pupils. Pupils can access this support through request, referral or assessment. You, as parents, will be involved from the outset.

If a parent thinks that their son/daughter needs additional support in their learning, they should contact the appropriate PT Pupil Support (Guidance) for information and advice.

Additional Assessment Arrangements

The Support for Learning department will, at times of exams and tests, provide extra support to pupils with particular difficulties. Pupils may be supported by the use of a reader, scribe or by requiring extra time to complete an assessment. These needs will be identified by the classroom teacher along with SFL staff. Additional Assessment Arrangements such as these can also be put in place for National Qualification examinations in S4-S6.

Library Resource Centre

The library at Dyce Academy contains a wide range of resources for use by both pupils and staff.

We are also able to borrow additional resources from the Curriculum Resources and Information Service and the public library. S6 pupils can become external borrowers at Aberdeen University library.

We have a "Shelf Help" section that covers a wide range of Health & Wellbeing topics as well as Careers. Twice weekly our Careers Advisor from Skills Development Scotland is in the library for pupil appointments and drop-ins.

The library also houses the collection of Aberdeen City Music School: CDs and scores of classical, jazz and Scottish traditional music. These resources can be borrowed by anyone at Dyce Academy, not just pupils and staff of ACMS.

We have a number of PCs for pupil and staff use as well as facilities for photocopying and printing. We also sell a small range of stationery items at reasonable prices.

The library web pages can be found here – <https://dyceacademylibrary.edublogs.org/>

Follow us on Twitter - @DyceAcadLibrary



Payment for Practical Subjects

In Home Economics, Design & Technology and Art pupils will sometimes make things which they will take home. The cost of the raw materials used (eg food, fabric, wood) is extremely high and pupils will, therefore, be asked to contribute something towards the cost of these materials. A specific breakdown of costs in each individual subject is issued to parents. This is usually done at the beginning of the session or term.



Subject Information

Art and Design

Pupils can experience the world of Art, Design and Photography from S1 through to S6. We offer pupils a variety of opportunities to develop their life skills, personal creativity and problem solving, using a range of approaches, materials, techniques and technologies.

Broad General Education: S1-S3

Progression through the early years is vital in terms of developing the skills, knowledge and confidence required to undertake certificated courses in S3-6. Experience in drawing, painting, printing and 3-D work gives pupils opportunities for creative expression, using a variety of media to record their observations and develop visual outcomes. An introduction to areas of Design such as: graphics, ceramics, jewellery and textiles enable pupils to communicate visually, problem solve and experiment using 2D and 3D materials within the design process. Homework is encouraged as a means of supporting and further developing pupils' observational and drawing skills.

The development of justified personal opinion, effective use of subject specific language; through discussion and visual analysis of the work of artists and designers form the core of our literacy focus. Pupils are regularly encouraged to comment on their work in terms of success and areas of improvement.

Senior Phase: S4-S6

We offer Pupils the opportunity to undertake qualifications that are best suited to each individual in terms of personal development, ability and aspirations.

National 4, 5 and Higher levels, offer a personalised approach to both the Expressive and Design areas of the course. This thematic approach is based on individual investigation, development of ideas and the presentation of final outcomes and solutions. The study of artists and designers provide pupils with inspiration, as well as forming the basis of their critical written studies. The Advanced Higher is offered to pupils who excel at Higher and are keen to develop their Expressive or Design skills further within a practical folio.

This qualification may appeal to pupils who want to compile a portfolio for further studies at college or university.

Photography

Pupils in every year group are encouraged to use photography, as a means of recording evidence, as well as a visual tool within their practical work. The use of camera phones and photographic editing techniques have become a popular and effective approach within the subject of Art and Design.

The National Progression Award (NPA) levels 4 & 5 is a course that offers an introduction to photographic theory and practice, with a focus on the development of both technical and practical skills. Pupils will produce a wide range of photography inspired by the work of selected photographers, using digital and traditional darkroom processes. Projects involve the study of styles and genres such as: Black and white, portraiture and street photography, with a strong emphasis on a personal approach to each topic. The NPA provides a solid foundation for progression to the Higher level in Photography.

The Higher qualification centres around a personal response to a topic or theme and presented within a practical folio. Pupils will work independently to develop and demonstrate a range of photographic techniques, planning and research-based skills, combined with the study of chosen photographers. Through the development of technical

knowledge and subject specific language, pupils will also demonstrate their powers of observation and analysis in a written question paper.

Business and Computing

Business and Computing is taught in S1 and S2 by teachers of both Business Education and Computing within the Enterprise and ICT Faculty. The course consists of practical units that cover a range of topics in which pupils are encouraged to develop their skills including:

- Using Microsoft Office applications to analyse and present information.
- Using state-of-the-art software to create graphics and animations.
- Understanding marketing and creating marketing campaigns for new products or ideas.
- Using computer programming software.
- Understanding computer systems and information management.
- Using the Internet in an efficient, responsible and safe manner.

The course will build on knowledge from Primary School to allow pupils to be able to make effective use of new technologies wherever possible, across the curriculum as well as outwith school. Pupils are encouraged to develop their skills as far as possible in an environment where they will take more individual responsibility for their work.

Business and Computing ensures that our pupils work through a range of the Business and Technologies Experiences and Outcomes up to Level 3, with each pupil attaining a level that reflects their ability.

At the end of S2, pupils are able to specialise their skills and knowledge if they choose to follow one of our S3 courses:

Business Enterprise takes pupils through the process of identifying the conditions and knowledge necessary for starting and running a successful business. They will continue to further their knowledge by developing their own business ideas.

Business Information Technology is a mainly practical, employability based course that builds on the use of Information and Communications Technology. Pupils solve work related problems as well as learning to understand how technology is changing the way businesses operate.

Computing and Software Development further develops the more technical aspects of Computing including: using programming languages, understanding games development, computer system analysis and security of information.

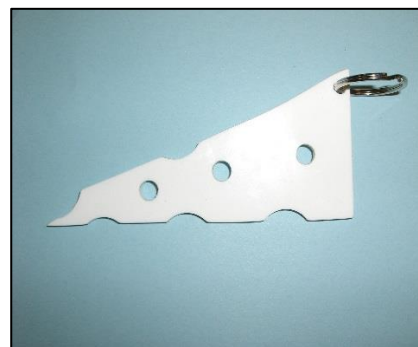
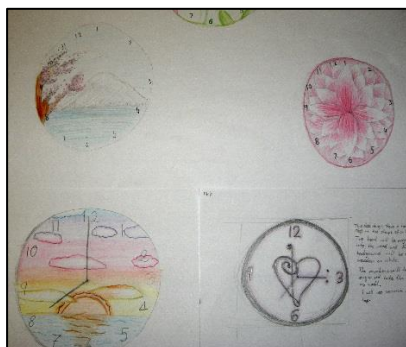
Progression from S3 within the Faculty would lead pupils into National 4/5 qualifications in Administration and IT, Computing Science, National 4 Business and National 5 in both Business Management and Accounting.

Design and Technology

Design and Technology at Dyce Academy currently consists of three curricular areas, Graphic Communication, Design and Manufacture and Practical Woodworking.



In S1/S2, classroom activities include Freehand Sketching/Rendering, Technical Drawing and Computer Aided Design. For practical lessons, pupils manufacture a key ring, a toy boat and a wall clock.



Graphic Communication is currently offered in S3/S4. The course consists of Technical Drawing, Freehand Sketching/Rendering of Three Dimensional Objects, Computer Aided Design and Desktop Publishing. These skills are known as the 3 P's i.e. Preliminary, Production and Promotional Graphics. There is also a theory element to the course, this consists of homework quizzes and class tests in order to prepare pupils for the final exam paper.

Drama

Drama is a subject about people - about ourselves. Drama is a way of learning about the world around us. Pupils will use Drama to explore relationships between people, relationships between people and ideas and relationships between people and their environment. In Drama, pupils will learn about these things, not from books and worksheets but by experiencing situations where they can learn from dramatic experience. Pupils will carry out this exploration through language-based activities and movement-based activities.

Drama develops concentration, co-operation, communication and imagination.

Pupils will become more aware of the need to concentrate in order to produce worthwhile and fulfilling work.

Pupils will develop the techniques involved in becoming an active, participating member of any group.

Pupils will learn how to communicate effectively with other people, how to communicate ideas, how to listen to others' ideas and how to negotiate with others and plan constructively.

Pupils will discover that Drama is a very creative subject and will be expected to make full use of imagination to create and develop dramas by experimenting with movement, speech, space, physical objects, light and sound.

Through a pupil's Drama experiences he/she will become a more confident person as he/she learns how to contribute to the creating and presenting elements of the course. He/she will learn the importance of self-discipline as he/she works with others to produce work that is satisfying.

Throughout the S1/S2 course, as a pupil develops their Drama skills, he/she will be responsible for evaluating themselves and others in the class so that these skills can be further improved.



This course has been recognised by Her Majesty's Inspectorate of Education as meeting the four capacities of Curriculum for Excellence. Along with the other expressive arts subjects, music and art, this course will help a pupil to become a Successful Learner, a Confident Individual, a Responsible Citizen and an Effective Contributor.

If a pupil is prepared to work hard and are interested in developing their Drama skills they will find that time spent in the Drama Department can be fulfilling and fun.

English

There are four main areas in English - Reading, Writing, Talking and Listening.

In Reading pupils will study a variety of texts, including novels, short stories, poems, plays and other materials. This will involve oral work and written answers.

In Writing pupils will be asked to write in a variety of ways, for example, imaginative stories, poems, newspaper articles, plays and so on.

Talking helps us to sort out what we think, as well as being the main means of communication, therefore Talking is a very important part of English. There will be lots of opportunities to discuss, to question and to respond to other texts and other pupils. There may be practical activities, such as videoing and recording.

Listening is just as important as talking. In order to contribute to a discussion we have to listen to what is being said. Throughout the school pupils will be required to follow instructions given orally and to practise carrying these out. Pupils will develop these skills through listening to recordings, to television, to other people's information and/or opinions. These skills will be required throughout our lives and every opportunity should be taken to develop them.

Sometimes pupils will work as a whole class, or in a variety of group situations or with a partner or individually. Homework is regularly given. Examples of this might be - written work, personal research, preparing a talk or reading a library book.

Pupils' work will be regularly assessed and appropriate feedback given. Reports to parents will follow Curriculum for Excellence and Scottish Qualifications Authority guidance.

Home Economics

In Home Economics pupils can enjoy practical activities using both food and textiles.

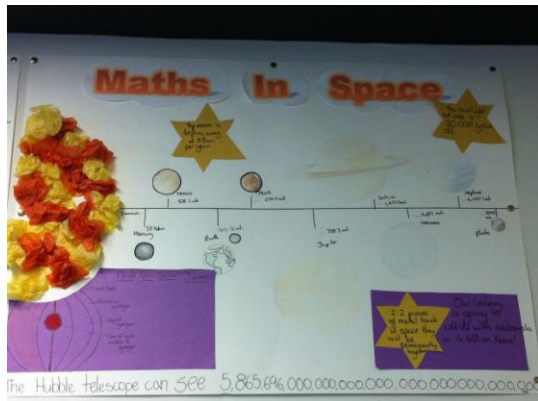
Pupils will investigate food safety, healthy eating, nutrition and various consumer issues. They will cook simple dishes building food preparation skills and cookery techniques. They will learn to use different tools and equipment, follow a recipe, organise their work and make decisions for themselves.

By the end of the Junior Phase pupils will be able to confidently apply their knowledge and skills to prepare food that is healthy, tasty and attractive.

In textiles pupils will learn basic fabric skills, use computerised sewing machines and have the opportunity to work with a range of fabric decorating techniques, allowing for creative and independent thinking.

Throughout both courses pupils will consider how our choices can affect our health and the environment allowing them to make informed decisions.

Home Economics lessons are very busy and we are confident pupils will find them challenging, interesting and an essential life skill.



Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

In the Junior Phase, the experiences and outcomes in Mathematics and Numeracy are structured within three main groupings:

Number, Money and Measure
Shape, Position and Movement
Information Handling

Where timetabling permits, classes are provisionally organised into ability groupings based on information passed on from primary school regarding progression and assessment. Pupils embark on courses of study based on individual level of ability and need, with courses at all levels containing a variety of activities including Core Skills, Problem-Solving and Coursework tasks. Where pupils show development at different rates, movement of pupils within the broad-banded ability groupings is made.

Maintaining and developing high levels of numeracy is an important part of all mathematics courses and will also be reinforced in many other subject areas across the curriculum.

Regular homework is an important part of the Maths programme, successful completion of which ensures steady progress.

Assessment of pupils' progress takes place both formally and informally throughout the Junior Phase and is used to support learning as well as provide some form of measurable guideline as to pupil progress.

Our courses are designed to cater for pupils of all levels of ability and to ensure continuity and progression into the Senior Phase.

On entering the Senior Phase, pupils can study Mathematics from National 4 up to Advanced Higher and there are also opportunities to do more practical maths in an 'Application of Maths' or 'Personal Finance' course.

Modern Languages

In S1 and S2, all pupils will learn both French and Spanish through the course of both years. Pupils' work in the foreign language will involve listening, speaking, reading and writing. In S1, listening and speaking skills are especially important. Pupils will also learn a little about the culture and way of life in France and Spain and French and Spanish speaking countries.

Pupils will learn the language by working individually, in pairs and groups, practising new words and phrases in French, so as to communicate simple ideas in the foreign language. Project work and ICT are both key activities developed in S1.

Pupils will cover the topics: Yourself, Family, School, Leisure activities and Home. Some of the language will build on pupils' primary school experiences. Reading and writing tasks in French and Spanish on these topics also feature in the workbook, which accompanies each course. At the end of each topic, short tests will measure pupils' progress to date and allow pupils to identify individual strengths and weaknesses with the course.

Pupils will have homework on average once a week as they work through the topics above. In S1, this homework may not always be written homework, but will involve equally important tasks like vocabulary learning and rehearsing conversations practised in class. Homework 'menus', may also be used to allow pupils to tailor a task to individual needs.

Gradually, as pupils become more confident they will find that it can be great fun to learn a language.

Music

Music is a practical skills based subject that also covers areas of music literacy, composition, listening/understanding and evaluating.

In the S1 course pupils will cover basic music notation and rhythm and apply some of this to compositional ideas. They will also learn all classroom instruments and be given the opportunity to perform on keyboard, tuned percussion, ukulele and guitar. Singing is usually covered at various times of the year.



In S2, listening skills are developed further in a variety of units which introduce various musical styles and cultures. For practical work, two instruments are chosen for pupils to focus on throughout S2 and perform throughout the year as part of performance assessments. Pupils continue to consolidate their learning in music literacy in addition to wider skills such as research and composition.

Once pupils reach S3 they begin preparation for the National 5 course but on a very broad scale which consolidates the skills learnt in S1-2. They choose two instruments to focus on and give frequent individual performances throughout the year. Their listening and understanding skills are developed through additional units including Instruments of the Orchestra, Film Music and more.

Personal and Social Education

During a pupils' time in Personal and Social Education their class will meet with their PT Pupil Support - Guidance teacher each week, which will allow pupils to build up a close relationship over the years they are in school.

The aim in PSE is for pupils, through the learning experiences and outcomes; to develop skills that will be useful in their life during school years and which will help them take their place in the wider world of adulthood, helping them to develop as confident individuals, effective contributors, successful learners and responsible citizens. The experiences are taught following national guidelines, through various teaching methodologies, which will include group discussions, individual research, DVD and TV films/documentaries, fact sheets and a wide variety of visiting speakers as well as presentations. The topics in which the skills are taught cover transitions within school as well as moving on and leaving school, careers, personal responsibility, health and wellbeing, substance misuse and sexual health and relationships. There is also the opportunity to discuss feelings about all these issues. There will be opportunities throughout the year, usually at Parents' Information Evenings to view materials used in sexual health. An overview of what is covered in PSE can be seen below. Parents are welcome to contact staff should they have any concerns over any topic covered.

We hope that pupils' time in PSE will allow them to grow in self-confidence, responsibility and self-awareness, help them to deal with relationships with other people, and to develop those skills which will be increasingly needed as they take their place in the wider world of adulthood as well as the skills necessary to help them achieve success.

S1	S2	S3	S4 & Senior School
S1Transition	Body Image	Sexual Health & Relationships	Study Skills
Bullying + Cyberbully	Smoking	Self- Awareness	Future Plans
Friendships	Alcohol	Subject Choice / Careers	LGBTI
S1 Interviews	Substance Misuse	S3 Profile	Prelim Preparation
Achievements	LGBTI	LGBTI	Career Guidance
Equality & Diversity	Careers/ Subject Choices	Mental Health	College Applications
Diet & Exercise	Individual Interview	Recognising Wider Achievement	UCAS Applications
Puberty	Personal Finance		Apprenticeship/Job Applications
Personal Health	Respect		Recognising Wider Achievement
Recognising Wider Achievement	Recognising Wider Achievement		

Physical Education

The involvement of pupils in PE, both in the classroom and through the wealth of extra-curricular opportunities, helps boost confidence and self-esteem, encouraging teamwork, whilst at the same time developing their physical, mental, social, cultural and moral skills. We aim to develop all students' physical competence and confidence, and their ability to use these qualities to perform in a range of activities. Junior Phase pupils participate in a wide range of activities in order to promote a healthy lifestyle. All pupils need indoor, outdoors and swimming PE kit. They are expected to bring their kit and remain fully involved as coaches, leaders, managers or officials when injury or illness restricts participation in lessons.

As pupils progress through the school to the Senior Phase they will be given opportunities to make informed choices and decisions about their programme of study in Physical Education. Pupils in our Senior Phase can choose to study Higher, National 4/5 PE, Sport & Recreation National 5 course and Level 6 Leadership Award, working towards the standards set by the SQA.

Pupils in S3 can now choose PE Team or PE Creative Elective courses which will allow them to progress into the National 4 and 5 in S4. Pupils taking these courses must be fully involved in all practical elements and complete homework tasks regularly in preparation for assessments and examinations. Within Core PE from S3, pupils are given the opportunity to become Sports Leaders demonstrating a desire to take the initiative and lead whilst working with younger pupil.

Whichever pathway in Physical Education each student chooses, they are expected to have a commitment to participate responsibly. They should develop the means to meet challenges and build relationships whilst working independently or within teams.

Facilities within the Physical Education Faculty at Dyce Academy include a Games Hall, a Swimming Pool, a Multi-Purpose Area, a small Training Zone (fitness gym), 3G Pitch and Playing Fields.

The Games Hall is a large area to allow classes to play Basketball, Badminton, Short Tennis, Netball, Volleyball, Indoor Hockey, Handball, Tchoukball, Ultimate Frisbee, Social Dance and Indoor Football.

In the Swimming Pool S1-3 classes are taught how to swim and are also given the opportunity to coach and suggest improvements to help classmate's swimming technique. In S4-6 we use the pool for students to learn how to Kayak/Canoe and pupils are also taught Pool Games such as Water Polo, Volleyball, Synchronised Swimming and Fitness Training Methods.

The Multi-Purpose Area is used to teach Gymnastics and Fitness to S1-3 pupils and National Qualification Courses. Boxercise, Dance, Aerobics, Zumba, Hip Hop, Salsa Aerobics, Table Tennis and Trampolining are also taught there for S4-6 Core lessons and our National Qualification Courses.

The Training Zone is used under supervision, to encourage senior pupils to develop their fitness levels in their free time.

The 3G pitch is used for team games including Rugby, Football and Handball. The Playing Fields are used for Football, Cross-Country and Hockey in class time.

In the summer term the fields are marked for Track and Field Athletic events as well as outdoor summer games such as Softball, Rounders and Ultimate Frisbee.

There is opportunity before and after school, as well as at lunch times, for pupils to join clubs to develop their interests and skill level in a variety of sports and activities. As a result of this pupils represent the school in Football, Netball, Gymnastics, Swimming, Athletics, Golf and Cross-Country Running and many more activities through the academic year.

Religious, Moral and Philosophical Studies

Scotland is becoming increasingly diverse and embraces people of various faiths and of none. Our pupils need to develop their knowledge and respect for the religious and philosophical beliefs, practices and moral attitudes that they will encounter throughout their lives. Courses in RMPS make important contributions to this area.

Open and democratic societies generate a variety of opinions about what is morally acceptable or not. The criteria by which such matters are resolved are themselves a matter for debate. Courses in philosophical studies aim to equip pupils to enter into these debates as careful, informed thinkers.

The human search for meaning and worth is a prime concern for most individuals. The answers that satisfy us, and the paths we take to find them are many, yet they will influence our decision-making, actions and relationships with others. It is therefore vital to offer encouragement and support to young people as they begin to ask these ultimate questions about life and their place in it.

RMPS also has a part to play in developing responsible citizens, particularly through the inculcation of agreed values, such as respect for self and others, honesty, fairness and justice. The function of RMPS in the school curriculum is distinctive and indispensable to the new aims of education laid out as the Curriculum for Excellence: that is to enable pupils to become successful learners, confident individuals, responsible citizens and effective contributors to society.

Junior Phase S1-3 units

Ultimate Questions
Expressing Spirituality
What is Morality?
Christianity
Looking for God – Problems
Animal Rights

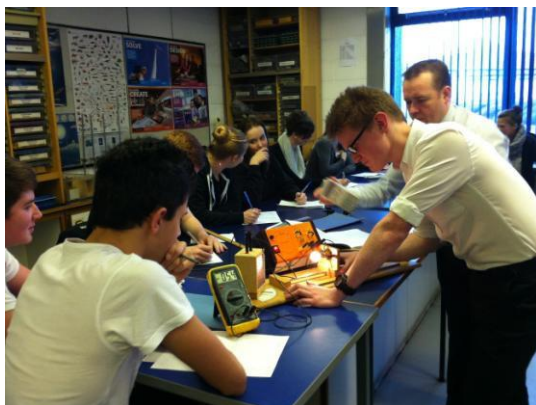
Human Rights
Spiritual Activism
Paganism in Modern Scotland
Looking for Happiness
The Trial of God
An Introduction to Philosophy

Senior Phase S4-6

Pupils will have the opportunity to choose a National 4/5 in RMPS as well as Higher Philosophy. Core RMPS will cover more complex issues using philosophical thinking skills.

Science

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of Science in the protection and enhancement of the natural and built environment.



Science and its application are central to our economic future and to our health and wellbeing as individuals and as a society.

Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the Sciences, pupils develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. (The Sciences- Principles and Practice, published by Education Scotland).

The Science Faculty here at Dyce Academy provides a blended Science course in the Junior Phase from S1-S2 covering:-

Introduction to Science
Scottish Scientists
Biodiversity and Photosynthesis
Forces
Cells and Microorganisms
Elements and Matter
Chemical Reactions

What's Hot What's Not
Acids and Alkalis
Body Systems
Light & Space
Inheritance
Electricity

In addition, there is an Oil project delivered and developed in conjunction with our local industry link, BP headquarters here in Dyce, in S2. Events, challenges and talks from providers such as Tomorrows Engineers, NESCOL, Northsound, TechFest, National Science Week and the British Science Festival are also organised at various times in the year.

In S3 of the Junior Phase we offer an element of personalisation and choice where pupils can choose one or two of the discrete sciences from Biology, Chemistry and Physics or combined level 3 Science.

This learning can then progress, or change, in the Senior Phase at National 3, National 4, National 5, Higher and Advanced Higher.

In the Sciences, learning and teaching includes varied approaches, which include:-

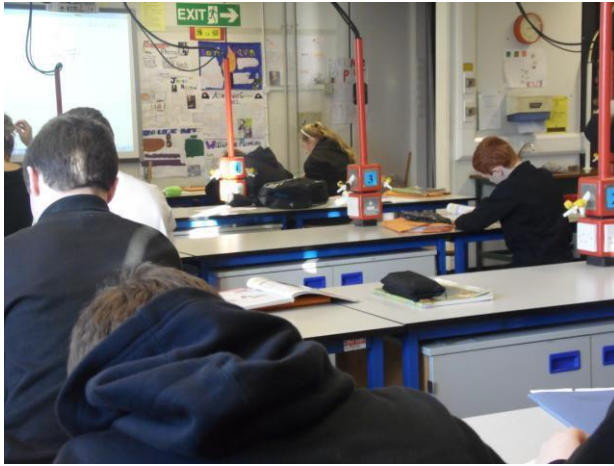
- active learning and planned, purposeful play
- development of problem solving skills and analytical thinking skills
- development of scientific practical investigation and inquiry
- collaborative learning and independent thinking
- emphasis on pupils explaining understanding of concepts, informed discussion and communication.

Inquiry and investigative skills are developed through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges, where pupils:

- ask questions or hypothesise
- plan and design procedures and experiments
- select appropriate samples and equipment
- observe, collect, measure and record evidence
- present, analyse and interpret data to draw conclusions
- review and evaluate results to identify limitations and improvements
- present and report on findings.

Pupils also develop a range of analytical thinking skills in order to make sense of scientific evidence and concepts. This involves them:

- being open to new ideas and linking and applying learning
- thinking creatively and critically
- developing skills of reasoning to provide explanations and evaluations supported by evidence or justifications
- making predictions and deductions
- drawing conclusions based on reliable scientific evidence.



Social Subjects

In Social Subjects Faculty, your child will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They will develop their understanding of their environment and of how it has been formed.

As your child matures, their experiences will be broadened using Scottish, British, European and wider contexts for learning. There will be a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Your child will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

In S1 History your child will learn about the turbulent years of the Scottish Wars of Independence, followed by the Ancient Civilisations such as the Romans, Greeks and the Egyptians. In Geography they will learn about direction, height and relief and 4 and 6 figure grid references. They will then move onto Natural Wonders, studying the Amazon Rainforest, and the Grand Canyon. In Modern Studies, your child will learn what it means to be a Global Citizen in the 21st Century. After that they will explore Democracy in the UK.

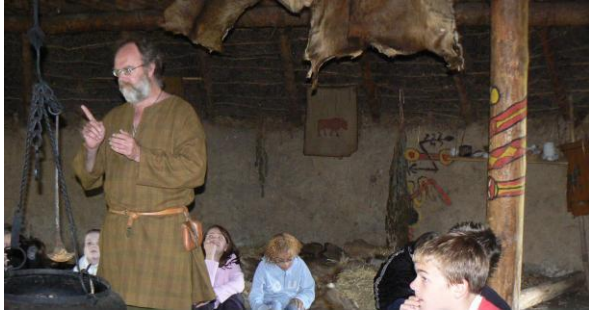
In S2 your child will learn about 1960s America and the assassination of President John F Kennedy. Then they will go back to the 16th century and decide whether or not Mary, Queen of Scots was a good ruler. As part of the Modern Studies section, pupils will learn about Terrorism in the UK and across the globe, followed by rise of the China as a world power. In Geography, your child will learn about the volcanoes and earthquakes within the Earth Forces topic and then look at more and less economically developed countries in the Developing World topic.

At the end of S2 pupils will be given the chance to select from Geography, History and Modern Studies; pupils may choose more than one of these subjects.

In History pupils will study the causes of World War One and do an investigation into the life of a soldier in the trenches of the Western Front. After this they will then study the French and Russian Revolutions. Finally, your child will learn about the Civil rights movement within the topic Free at Last? 1918-68.

In Geography, pupils will learn about causes and impacts of extreme weather, focusing on Hurricanes and Tornadoes. Secondly, they will study the impacts global climate change has on people from different parts of the world. The next topic will be Future Cities where pupils will study the main features of urban areas, how they develop, and the potential problems and opportunities urban growth provides for future society. Finally, your child will learn how UK landscapes are formed within the Glaciation and Coasts topics.

In the first of the S3 Modern Studies topics your child will learn about the social and economic issues in Brazil. Learners will then move onto the role and influence of the media in the 21st century, culminating with an international comparison of prisons in Scotland, Norway and the USA.



SCHOOL, PARENTS AND COMMUNITY

Parents' Council

Update

School Website

Schools Information Line

Business Links

Skills Development Scotland

Parents' Council

It is a great help to the school staff to have the active support of the local communities, particularly the parents of our pupils. We gain this support by explaining what we are trying to do and responding to matters of concern to our pupils, their parents and the community as a whole. We have worked hard to make the Academy an important part of the local community. We make use of the resources of the community and make the resources of the school available to the community.

We have a Parents' Council (DAPA), the membership of which is given in the Appendix. Meetings are held regularly at Dyce Academy and minutes are available upon request.

The Parents' Council has been instrumental in supporting a number of school initiatives.

Update

A school newspaper, 'Update', is published each term. This is designed to keep everyone with an interest in the Academy informed about the school's concerns and activities.

School Website

The school website – www.dyceacademy.aberdeen.sch.uk – is regularly updated with information about the school and individual departments. Copies of the Prospectus, Course Choice Booklets and letters issued to parents are also available to download from the website.

Schools Information Line

Aberdeen City Council provides a telephone service for schools – the Schools Information Line. The important feature of this is the Emergency Arrangements message for parents/guardians. Information on early closures or transport arrangements will be available and updated as necessary. You can access the Information Line by dialling 0870 054 1999. You will then be asked for a six-digit PIN number which is 011040 for Dyce Academy. You should then choose Option 1. The cost of the call from a landline is no more than 10p/call.

Business Links

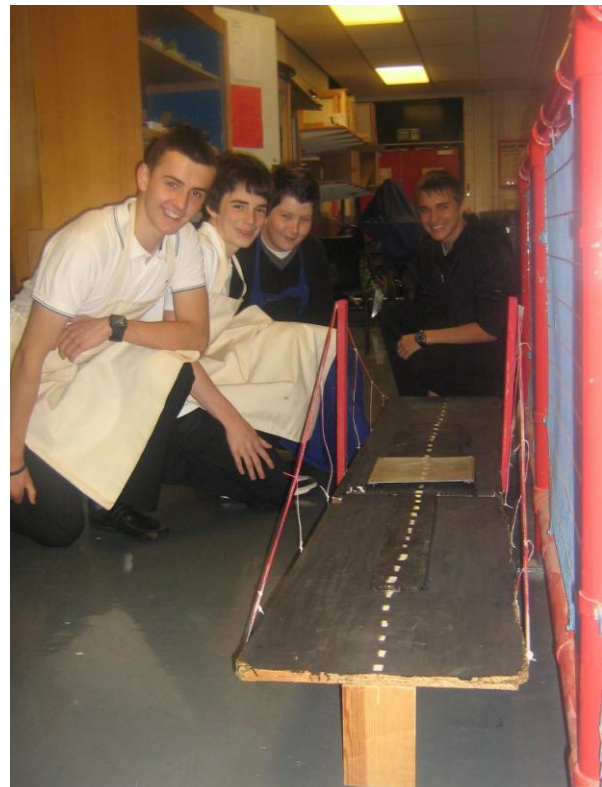
Dyce Academy maintains close links with a number of businesses in the local community. We currently have formal business partnerships with P&J Live and Clydesdale Bank/Virgin Money and we are a BP Link School. These links have proved of immense benefit to both school curriculum and extra-curricular activities.

Skills Development Scotland

Skills Development Scotland work closely with Dyce Academy through the presence of a Careers Advisor in the school. The Advisor makes an active input to PSE lessons from

S2-S6 at key transition points. Pupils can also access the individual services of the Advisor through an appointment system managed by PT Pupil Support (Guidance).

Through PSE and individually pupils can make of tools such as My World of Work to further their career planning.



SCHOOL POLICIES

Anti-Bullying

Homework Policy

ICT Policy

Equal Opportunities, Race and Diversity

Anti-Bullying

The aims of the school make clear the importance of respect for the individual - the specific aims of the development of relevant skills, development of talents, abilities and interests, attention to differing needs are to be pursued within 'an atmosphere which encourages the development of self-respect and respect for others'.

Bullying is an attack upon this right to respect: as such, it must be dealt with effectively if the specific aims of the school are to be met. Our school aims clearly state that we want the school to be a pleasant and happy environment in which our educational and social aims can be fulfilled. Children should not have their lives made miserable by the bullies.

Bullying can take many forms - it can range from physical violence, threats, teasing, name-calling, taunts and 'dirty looks'. Each of these forms of behaviour is equally unacceptable if the end result is to make the victim feel humiliated or injured in whatever way.

It must also be remembered that bullying is not a form of behaviour which is confined to children or to schools; unjustified displays of aggressive behaviour are all around us in society at large. In school, we must do what we can to deal with such behaviour.

Pupils who are being bullied should be able to feel that they can talk to a known and trusted teacher about the problem. In most cases pupils will choose to go to their PT Pupil Support (Guidance) in such circumstances, but equally it may come to the attention of any member of staff that a pupil is being bullied.

Such cases should always be treated seriously and a member of the Pupil Support (Guidance) or Senior staff informed. A decision will then be taken about what action has to follow. Obviously, the prime objective will be to put a stop to the bullying in the first instance, and to provide positive and relevant support to the pupil or pupils who are receiving unwelcome attention. It may be that in particular circumstances the involvement of our Educational Psychologist will be appropriate.

In school the issue of bullying is discussed at different times with each year group during Personal and Social Education. Giving pupils the opportunity to talk openly about the problem and possible solutions means that if they find themselves the target for such behaviour, then there is a greater chance of their taking sensible decisions about what to do to have the problem addressed.

Bullying thrives on non-communication: reluctance to 'tell', and the culture which equates 'telling' with 'grassing' are obstacles which must be overcome if bullying is to be dealt with effectively. The message to our pupils must be - if you are on the receiving end of unwelcome attention from other pupils, you must TELL someone.

Copies of the Aberdeen City Council anti-bullying information can be downloaded from the school website.

Homework Policy

Please see the previous section on Curriculum.

A copy of the Dyce Academy Homework Policy can be downloaded from the Documents page of the school website.

ICT Policy

In Aberdeen City schools we want to give our children as rich a variety of learning opportunities as possible. One of the ways of doing this is to give children access to the thousands of educational websites that are available on the Internet.

The Internet provides a great wealth of information that can enrich class work and the ability to use the Internet efficiently and responsibly is a skill that will be of value throughout a child's life.

It also allows a school to celebrate our children's work by publishing the work on a school website. Anyone with Internet access can go to the website and find out about the work of the school.

You probably realise that the Internet has sites that contain material that is unsuitable for children. All Aberdeen City schools use an Internet Service Provider which filters out sites that contain unsuitable material. In addition, Internet access is normally supervised. These precautions usually ensure that children are not exposed to inappropriate material but no system can guarantee 100% protection.

We explain to all students how to use the Internet and the school computers in a responsible way before they are given access. The Aberdeen City rules for acceptable use are given to pupils and parents along with the admission form for the Academy and an agreement form must be signed.

Any student who breaks these rules may not be allowed to use the Internet in future and may face further sanctions for serious breaches of the rules.

Equal Opportunities, Race and Diversity

Aberdeen City Council is opposed to all forms of racism, including those forms directly affecting individuals and groups on the grounds of their colour, racial groups, ethnic, cultural, religious, linguistic or natural origins, traveller and refugee status and asylum seekers.

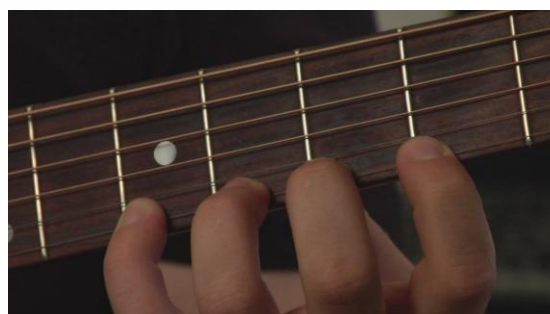
Aberdeen City Council is committed to eliminating unlawful discrimination and to the promotion of equal opportunities and good race relations in all aspects of education within a culturally diverse Aberdeen.

This Race Equality Policy is the embodiment of these aspirations. A copy of this policy is available on the Aberdeen City Council website.

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