

DYCE ACADEMY

PARENTS' INFORMATION BOOKLET

2020 / 21 SESSION

**Please read this booklet carefully and retain
it for reference throughout the session.**

CALENDAR

Holidays

Friday 25 September - Monday 28 September	-	September Holidays
Friday 09 October	-	End of Term 1
Monday 12 October - Friday 23 October	-	October Holidays
Monday 26 October	-	Start of Term 2
Friday 18 December	-	End of Term 2
Monday 21 December - Monday 04 January 2021	-	Christmas Holidays
Tuesday 05 January	-	Start of Term 3
Monday 15 February	-	Mid-term Holiday
Friday 26 March	-	End of Term 3
Monday 29 March – Friday 09 April	-	Easter Holidays
Monday 12 April	-	Start of Term 4
Monday 03 May	-	May Day Holiday
Friday 25 June	-	End of Term 4
Tuesday 17 August	-	Start of 21/22 Session for Pupils

In-Service Days

The school will be closed to pupils on the following dates to create time for staff and school development activities:

Tuesday 11 August
Friday 20 November
Tuesday 16 February
Wednesday 17 February
Tuesday 04 May

Exam Leave

- Start of S4 - S6 Estimate exams - TBC
- SQA exams - H/AH only – Monday 10 May – Friday 4 June

Reports

Reports on pupils' progress will be issued at the following times:

- S4/5/6 - week beginning 05 October, 14 December & 01 March
- S2 - week beginning 05 October & 20 January
- S1 - week beginning 16 November & 25 May
- S3 - week beginning 30 November & 15 February

HOW CAN I FOLLOW MY CHILD'S PROGRESS IN SCHOOL?

Whilst information on pupils' progress is provided at parents' evenings and through written reports, many parents do like to follow their child's progress more closely. This can often be done by looking through jotters and/or workbooks but these do not always provide all of the information which teachers are recording.

In order to help parents answer the question 'How can I follow my child's progress in? the following information has been put together for each department in the school

Art & Design

Individual pupil attainment sheets are kept in the department to record grades and comments of staff and pupils at the end of each project. These are used to inform reporting, as well as offer guidance on subject levels and course choices.

Sketchbooks used in S1-S3 are supported by homework tasks that are checked and marked every two weeks with written feedback by staff.

We engage in regular Learning Conversations with S4-6 pupils to discuss targets and next steps. In particular, senior pupils are encouraged to take work home, where they can share their visual ideas and progress.

All current projects and units of work are posted on Google classroom, along with staff feedback, resources and useful links to support pupils.

All pupils are encouraged to photograph work at each stage within the creative process. This can be shared, as well as forming a personal visual diary throughout the year.

S1/S2 Business and Computing

At the end of every lesson, pupils are encouraged to update on Google Classroom their "Pupil Work Record". This can be shared by the pupils with their parents/carers to monitor the pupil's progress in class and to indicate which Business and Computing topics are being studied. The teacher will monitor closely the work of the pupil to ensure that accurate "Pupil Work Records" are maintained.

S3 Business Education

Pupils taking Business Education subjects in S3 will discuss their progress with their teacher on a regular basis - this will allow both parties to evaluate progress and identify any improvements that can be made. Work done in class and at home will be marked, with feedback given in pupils' jotters or as comments in Google Classroom. Pupils are encouraged to record electronically any achievements etc into their S3 Profiles on a regular basis.

S4 Computing Science

Learning conversations are held regularly where the pupils can discuss with their teacher their progress, receive constructive feedback and set targets for improvement. Regular feedback will be given on work completed in Google Classroom; this can be shared by the pupils with parents/carers, as can the Calendar which details deadlines for tasks set in class and homework.

S4-S6 Business Education

Learning conversations will be held periodically with all S4-S6 pupils studying Business Education subjects. These will help to evaluate progress, set targets and identify any areas of concern where improvements can be made. Regular feedback will be given on any class tasks, homework tasks or end of unit tests, either in pupils' jotters or as comments in Google Classroom, the latter of which pupils can share with parents/carers.

Design & Technology

S1/2 Design & Technology

Pupil attainment such as Technical Drawing ability and skilled use of hand tools/machinery is recorded in the teacher class folder and shared with parents via tracking and monitoring reports and parents evenings. Pupils will also take home their key ring, boat and clock practical projects after completion.

S3 Graphic Communication

Pupil attainment such as Technical Drawing ability and Computer Aided Design skills are recorded in the teacher class folder and shared with parents via tracking and monitoring reports and parents evenings.

N4/N5 Graphic Communication

Pupil attainment such as Preliminary, Production and Promotional Graphics work are recorded in the teacher class folder and shared with parents via tracking and monitoring reports and parents evenings. Pupils will also be expected to complete regular theory quizzes on their google classroom.

Drama

Students are expected to learn any lines given for home study with support and feedback from staff on next steps. You can monitor their progress on written tasks though Google Classroom. Students are required to present their work on a regular basis to an audience (other class members) as an opportunity to develop their confidence in performance as well as their own evaluation skills. They should be actively engaged and encouraged to explore Drama at home or at the theatre and discussing, using correct terminology and Drama vocabulary, their opinions on the production. All students are assessed on Creating, Presenting and Evaluation. These elements will form their work in and out of the classroom.

English

S1-S3: Comments are shared verbally or through Google Classroom where pupils will be asked to upload examples of their class work/best work (this is to allow continuous formative assessment during COVID restrictions). All assessed pieces of work (done on paper or online) are matched against Success Criteria and feedback logged in individual pupil folders on Google Drive. These can be accessed by pupils, teachers and parents.

S4-S6 Pupils are responsible for their jotters and course work notes. All course materials are shared on Google Classroom. All assessed pieces of work are graded, recorded and stored in Course Work Files. Due to COVID restrictions paper materials will not regularly be shared with pupils. On occasion pupils will be given a one-time paper resource which they should keep safe. However, pupils are welcome to print these off themselves at home or in the school library for a nominal charge or continue to use them in electronic form. Pupils are required to purchase their own copies of class novels/drama texts. Departmental copies are available in certain situations but are subject to quarantine rules on return.

Home Economics

Grades and/or teacher comments are recorded in classwork folders and on homework tasks - these are taken home at regular intervals. Profiles completed at the end of each unit. Learning conversations take place regularly where progress is discussed, feedback is given and targets set.

Mathematics

All pupils take jotters and homework jotters home throughout the year.

S1-3 pupils will receive feedback on formal assessments and jotter work and will also complete self-evaluation sheets at the end of each topic which will feed into their profiles.

S4-6 pupils will receive feedback on formal assessments, homework and jotter work in order to track their progress against the standards required for SQA exams. Notes and announcements can be found in Google Classroom. Pupils can also expect learning conversations to discuss their progress and targets at key points throughout the year.

Modern Languages

Feedback is given on pupils' work in all jotters and pupils keep their jotters with them. Pupil performance levels and Formal assessment scores are recorded on profiles in the department but pupils will have a note of their level of progress in their planners. Homework, notes and messages are posted on Google Classroom. Pupils note all vocabulary in their class jotters and it is expected that they revise this on a weekly basis.

Music

Students should be practising their instruments at home with support and feedback from staff on next steps. They should be actively engaged in listening to a wide variety of music and discussing, using correct terminology and music vocabulary, their opinions on the piece. All students are assessed on performing, composing and understanding/evaluation. For Senior phase practical assessments, instrumental performances take place in front of the class occasionally including the faculty head or a member of SMT. These performances are marked by staff and recorded. All recordings are then put on the relevant google classroom page for pupils to complete reflection work

Physical Education

Physical Education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

Pupils encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors. Learning in, through and about Physical Education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners.

In the BGE pupils are assessed within CFE strands of Cognitive Skills, Physical Competencies, Personal Qualities and Physical Fitness. Progress, achievements and targets are recorded on their personal Learning Profiles. Progress is be tracked through written reports as well as parents evening conversations.

Higher and National 4/5 PE pupils have a Pupil Learning Profile which is updated by staff through learning conversations with pupils. Targets are set within this profile and are reviewed regularly by staff and pupils. Pupils also update their personal school planners regularly with their target grades.

Senior phase Core PE pupils have a personal learning plan and activity logbook which is completed at the end of each block. These are sent home for parents review and signature.

RMPS

S1- S3 Pupils will focus on a moral issue or philosophical questions throughout each lesson. Assessment will be carried out per topic and tracked throughout the year. Pupils will explore topics such as Prejudice, Attitudes of War and Weapons of Mass Destruction, Medical Ethics, and the Holocaust. Pupils will also explore key religious beliefs and practices, such as Diwali in Hinduism.

Higher Pupils are given the opportunity to explore a World Religion in depth; Islam, explore moral attitudes towards Crime and Justice, as well as evaluating if Science and Religion can ever be compatible in looking at the Origins of Life and the Universe. Pupils also practice past paper questions in class, where peer marking will be used to assess progress along with teacher tracking and monitoring. All resources will be shared on Google classroom for pupils to access.

National 4/5 Pupils are given the opportunity to explore a World Religion in depth; Buddhism, explore moral attitudes towards Religion and Relationships, as well as evaluating various debates around the arguments for and against the Existence of God. Pupils also practice past paper questions in class, where peer marking will be used to assess progress along with teacher tracking and monitoring. All resources will be shared on Google classroom for pupils to access.

Science

S1 & 2 Science - A record sheet detailing progress relating to topic tests, homework assignments, investigative skills and written tasks is updated by the class teacher and is available on request. Pupils will be recording their on going progress in the planners and pupil profile folders which are completed at the end of each unit.

Biology, Chemistry & Physics - A record sheet updated by the class teacher, details progress in end of topic tests, homework tasks and practical abilities and is available on request. Pupils record progress in their planner. Parents can also check notes, jotters, homework booklets and planner.

Social Subjects

Junior Phase - Within the BGE, assessed work is graded from Excellent to Satisfactory in relation to CfE benchmarks. Work is kept in individual Learner Profiles and pupils are encouraged to reflect on their strengths and next steps. During the 2020/21 academic session a selection of pupil work and feedback will be shared with parents and guardian via Google classroom.

Senior Phase - pupils will receive written and verbal feedback on an ongoing basis in order to track their progress against the standards required for SQA exams. Resources and feedback can be found in Google Classroom. Pupils can also expect learning conversations to discuss their progress and targets at key points throughout the year.

Support for Learning

Following Enhanced Transition plans throughout **P7** – working in close partnership with our Primary colleagues - some pupils will have adapted timetables to allow for **targeted** programmes of support based on identified need. These pupils may have more complex and enduring needs i.e. an identified Learning difficulty, an Autistic Spectrum Disorder, or Physical Disability.

During **S1**, all pupils can access **universal** support in English and Maths classes, that can be supported by a Pupil Support Assistant. Some classes will also benefit from enhanced PSA support across their whole curriculum.

Part of our suite of BGE support resources includes IDL (Indirect Dyslexia Learning). This is a targeted support that has a proven track record of significantly improving literacy skills for all learners.

We also offer our Life Stars project which aims to develop social skills, a sense of inclusion, self-esteem and achievement through the medium of sport.

Through **S1-3** all **targeted** pupils will have individualised programs of work (Action plans/ IEPs) designed to identify and overcome barriers whilst enhancing achievement. During S3 we also offer pupils the opportunity to take part in the internationally recognised John Muir Award. This award aims to raise attainment and meet wider areas of learning such as outdoor learning, personal and health education, sustainable development and citizenship.

All our planning will be subject to regular review with pupil need at the centre of all decisions. As a parent, your involvement in this process is critical.

As our pupils move through the Senior Phase and towards National Assessment, we offer a wide range of Additional Assessment Arrangements (AAAs) to aid accessibility and achievement – all based on need. Pupils in **S4** receiving Targeted support will further benefit from Future Needs planning, which will involve multi agency planning and careers support.

The SFL team also offer a range of diagnostic testing, including Dyslexia and Dyscalculia screening and LASS (a multifunctional diagnostic assessment).

Support can be accessed through request, referral or assessment. You, as parents, will be involved from the outset.

S3/S4 Skills for Learning, Skills for Life

Tutorial Element – Pupils will have agreed targets in their planner, which will be completed at appropriate times.

Personal Development Element – Pupils keep a folio of work containing personal targets for each unit.

Senior Personal Development – Pupils keep a folio of work containing personal targets for each nit.

All S5/6 Students taking Higher & National Courses

Students in S5/6 taking SQA courses have S5/6 Target Grades & Record of Progress discussed and reported to Parents 3 times per year. Should any student be causing concern in a subject you will be kept informed by letter from the Principal Teacher of the subject.

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 the 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.

Many pupils have had letters of congratulations sent home and this is another means by which you will be able to monitor the progress of your son/daughter, and will continue a policy of positive encouragement and recognition which all pupils can access.

Motivation

Effort

Responsibility

Improve

Talents

Succeed/Success

CHARGES

As the funding for education has reduced over the years, we have tried to maintain the quality of service by passing on some expenses to parents. We believe it may be helpful for you to know how much money you are likely to be asked for throughout the session.

Details of essential and optional charges are given below: If any parent/carer is likely to have difficulty in making these payments please contact the school where alternative arrangements can be discussed.

Essential Charges

S1/S2

Payment is requested at the beginning of the session unless otherwise stated.

Department	Year Group	Charge	Payment Time
Art & Design	S1 materials	£10.00	September/October
	S2 materials	£ 7.00	September/October
Design & Technology	S1 and S2 Materials	£5.00	September/October
Home Economics	S1 Food and Textiles	£25.00	September/October
	S2 Food and Textiles	£20.00	September/October

S3 and above

Department	Year Group	Charge	Payment Time
Art & Design	S3 Art & Design	£ 7.00	September/October
	S3 Photography	£ 7.00	“
	S3 CIDM	£ 7.00	“
	S4 Art & Design	£10.00	September/October
	Higher Art & Design	£10.00	“
	Higher Photography	£ 7.00	“
	Advanced Higher	£10.00	“
“	S3 Hospitality	£20.00 £15.00	September October
	S3 Child Development	£ (TBC)	
	S4/5/6 Hospitality	£20.00 £20.00 £10.00	October November December
	S5/6 Cake production	£1.50 per lesson and large cakes charged individually	End of each term

Art - If your child take more than one course in Art the charges will be

- S3 (x2) courses: £10 S3 (x3) courses: £15.00

Optional Charges

It is recommended that in Higher Drama, N5 & Higher English pupils buy their own texts – this allows them to highlight the text, make notes and annotations to support exam revision. Texts are provided by the department, however these must be returned at the end of the year and have no notes or annotations within.

Theatre trips are considered very important for pupils studying Drama and English and do enhance knowledge and understanding of the theatre. Throughout the year a range of trips are organised and prices do vary.

Department	Item	Cost
Art & Design	White Drawing Pads	A5 - £ 2.00 A4 - £ 2.50 A3 - £ 3.50 A2 - £ 7.00
Mathematics	Revision materials for Prelims	£1.00 per level (approx)
General Use (available from the Library and a number of departments)	Pencil Pen Rubber 15cm Ruler 30cm Ruler Pencil Sharpener Document Wallet A4 Ring Binder Half Protractor Replacement Planner (obtainable from reprographics)	10p 10p 8p 10p 15p 20p 10p 60p 15p £2

S5-S6 Core PE pupils have the option to take part in activities outside of school. Costs for activities and transport are confirmed by letter and consent forms in August.

In addition, we are sometimes in the position where we can sell pupils SG Drama course books and study guides at a reduced cost. These are recommended, but not compulsory. We will contact you by letter if and when books are available.

ABSENCE FROM SCHOOL

I think it will be helpful to parents to bring two procedures relating to pupils' absence to your attention.

1. Requesting Permission for Absence

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 permission for 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 where we issue a standard letter.

2. Absence Notes

The following procedure is given in the Pupil Handbook:

"When you return from absence you must bring with you a note explaining the reason for your non-attendance. You should hand this to your 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 you are absent for more than three days without the school being contacted a letter will be sent to your home seeking an explanation for the absence. If you know the absence is going to last more than three days, it would be appreciated if you would telephone the school to explain the reason for the absence. This should still be followed with a note on return to school."

It is important that a written note, signed by a parent/guardian, is produced to explain every absence in S1-S4.

Telephone calls, or e-mails, are appreciated especially if an absence is to last for more than three days, but these **must be** followed up by a written note as there is a possibility that they may not be genuine.

PUPIL SUPPORT

Year Head Responsibilities:

S1 & S2	Andrew Hose, Depute Head Teacher
S3 S4 & Pupil Support	Lynda Strachan, Depute Head Teacher
S5 & S6	Fiona Jamieson, Depute Head Teacher

Guidance:

<u>K</u> classes	Clare Hosie, Principal Teacher Pupil Support (Guidance)
<u>B</u> classes	Amanda Sim, Principal Teacher Pupil Support (Guidance)
<u>R</u> classes	Lisa Rodland, Principal Teacher Pupil Support (Guidance)

Support for Learning & ASN

Ruairidh MacDonald Principal Teacher Pupil Support (SFL)