

DYCE ACADEMY



0123456789

School Prospectus

Contact Information

Head Teacher: Miss Katie Arthur

Dyce Academy
Riverview Drive
Dyce ABERDEEN
AB21 7NF

Tel: 01224 725118
Fax: 01224 772571

E-mail: dyceacademy@aberdeencity.gov.uk
Website: www.dyceacademy.aberdeen.sch.uk

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

General Information

Welcome from Head Teacher

Dyce Academy Vision and Values

Aims of Dyce Academy

The School Day

School Dress Code

Aberdeen City Music School

Query/Complaints Procedure

Welcome from the Head Teacher

I would 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 child looks to transfer to our school. Starting at a new school can be an exciting time but it can also be one that brings uncertainty and questions about what life at a new school will be like. We hope that this prospectus will go some way to answering some of the questions you may have, and we look forward to meeting with you in the school, where there will be several opportunities to go over any further questions you may have as part of our extensive transition process.

At Dyce Academy we want every young person to aspire to be the best version of themselves that they can be, fulfilling their potential and achieving to the best of their abilities. The aims and values of Dyce Academy are outlined and I hope you will gain a sense of what is important for us as a school community.

As a school we firmly believe in working in partnership with our parent body, our pupils, our staff and our wider community including support services and business and community partners. We value highly your involvement in the education of your child and we encourage you to make the most of the opportunities that are available to engage with the wider life of the school.

Dyce Academy is also home to Aberdeen City Music School, one of the four centres of excellence for music in Scotland. This is a specialist provision designed to support young people who have a high level of musical ability and who may wish to pursue a professional career in music. More information on this provision is contained within this prospectus.

I look forward to welcoming you and your child into the Dyce Academy school community and I wish your child every success as they progress with their school career.

Katie Arthur
Head Teacher

Dyce Academy 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.

S1-S6 Dress Code	<ul style="list-style-type: none"> • Black trousers/skirt (no jeans/tracksuit bottoms/joggers) • Plain black jumper/cardigan/sweatshirt or with the school logo • Plain white shirt/blouse/t-shirt (no patterns/stripes etc) • School tie • Dark smart shoes/trainers
-------------------------	--

Physical Education Kit Requirements

Red Dyce Academy T-shirt
 PE shorts/tracksuit trousers
 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



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 their full potential through:

- Identifying potential at audition – acceptance into ACMS depends on musical ability not financial or academic status
- 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 regular public performances
- Offering a caring and nurturing 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
- Close working with the Aberdeen City Music Service

Aberdeen City Music School (ACMS) - General Policy Statement

Following success at audition, pupils are enrolled in ACMS and Dyce Academy. 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 and modifying the mainstream school curriculum.

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 out with 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.

ACMS will meet the cost of transporting pupils to and from musical activities out with school hours, which have been arranged 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 or in the evenings 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 any concerns or queries about your child's time in school or their educational provision, we would ask that you contact us directly to allow us to look into the concern, provide a response and take action if necessary. Please see the diagram below which outlines who to contact on such occasions.

ALL DYCE ACADEMY PUPILS

Query/concern about general school issues

↓
PT Pupil Support (Guidance)

↓
Year Head

↘
Head Teacher

ACMS PUPILS

Query/concern about ACMS music provision

↓
Director of ACMS

↓
Head Teacher
↓
Quality Improvement Manager
↓
Chief Education Officer

Query/concern about ACMS boarding

↓
Residence Manager

↙
Director of ACMS

Head Teacher

Quality Improvement Manager

Chief Education Officer

PUPIL WELFARE

Pupil Support (Guidance)

Positive Behaviour Management

Safety Rules

Child Protection

Extra Curricular Activities

Canteen – Healthy Eating

Lockers

Community Health and Sickness

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 and will be the first port of call for parents/carers. They will help particularly when a pupil first comes to the school, when a pupil chooses their 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. They will also talk with a pupil if there are concerns about progress or behaviour. Due to our rising roll we have recently appointed a new member of staff to the Guidance Team. Over the course of term 3 and term 4 session 2024-25, they will look to establish the new 'House' name and identity with the pupils in their charge.

Dyce Academy Guidance Team:

Mrs A Sim (Brimmond House)
Miss C Hosie (Kirkhill House)
Mrs L Rodland (Ramsay House)
Ms S Washington

Positive Behaviour Management

In Dyce Academy we operate a system of Positive Behaviour Management. There are four main parts to our Positive Behaviour Management approach:

- Having high expectations of our pupils in classes, around the school and in the community
- Recognising and rewarding positive behaviour through our merit system
- Proactively addressing any behaviour issues that may arise in the classroom in a fair and consistent manner, following a restorative approach
- Promoting Positive Relationships and addressing any issues using our anti-bullying policy where necessary

School Expectations

Our school expectations have recently gone through a review process involving pupils, staff and parents. The new design and the expansion of our expectations have been created by our pupils which are displayed throughout the school are: –

- Ready
- Respectful
- Safe



We regularly consider and reflect on our expectations both in classes and in year group and House assemblies. Above all else, teachers have the right to teach and pupils have the right to learn. All pupils should feel safe, nurtured, achieving, included, respected and responsible and look to develop these qualities in others.

Merit System

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. When your child reaches an aspirational number of merits they will then receive a merit certificate which will be presented to them by a DHT at Bronze, Silver and Gold level and by the Head Teacher when they achieve Platinum level.

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.

Behaviour Management

We hope that all pupils will follow our school expectations in line with our school values. Furthermore, the school strongly believes that working in partnership with parents when any behaviour issues arise, is key to successful outcomes. Class teachers will look to address any concerns they may have with a pupil initially through one-to-one meetings, taking a restorative approach. If this is not successful in modifying behaviour, then we will look to make contact with parents to advise of concerns through early warning letters, and or

telephone contact by PT Pupil Support or Year Heads. For more serious matters, parents/carers may be invited in to discuss the concerns and to work together to create an action plan to support their young person to move forward positively. Should parents/carers have any concerns regarding the progress or behaviour of their child, we would ask that you contact your child's PT Pupil Support in the first instance to discuss these.

Promoting Positive Relationships

The school is in the process of creating a Promoting Positive Relationships Strategy which will operate alongside our Anti-bullying policy which is regularly updated and aligned with the Aberdeen City Council Policy. [Anti-bullying policy | Aberdeen City Council](#)

We stress the need for everyone involved in the school community to be aware of their responsibilities and this is expanded on regularly through our Personal and Social Education programme and through our assembly programme.

Any pupil who is concerned that they are experiencing bullying behaviour or aware of another pupil in this position, is actively encouraged to speak to a member of staff and in most cases this will likely be their PT Pupil Support (Guidance). Led by pupils, we have also introduced a new QR code system called 'Can we chat?'. These codes are publicised widely around the school and allows pupils to scan the code and put in a request for their PT Pupil Support to check in with them to discuss any concerns they may have. If parents/carers have any concerns regarding bullying behaviour please do not hesitate to contact your child's PT Pupil Support in the first instance.

Mobile Phones

The school has the following expectations 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 unless requested by the class teacher. 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. Where pupils are making contact with parents during class times, we would ask for your support by reminding them that if they need to make contact with home this should only be done during social times. In cases of urgency, pupils should speak to their guidance teacher who can support with contact home during class time.

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

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. Staff members remain vigilant and have presence around the wider school building but they cannot be everywhere at all times.

The school suggests strongly, that pupils remain in the school grounds at intervals and at lunchtime if they do not go home for lunch. However, if pupils do choose to go off school grounds there will be no staff supervision from the school.

Insurance

In common with most Scottish Education Authorities, the city council does not provide any general insurance cover for pupils. This means that pupils are not insured against accidental injury, or against accidental loss of, or damage to clothing or personal property.

The City Council does hold "third party liability" insurance for claims which are successfully proven in the courts for injury, illness, loss or damage arising from the negligence of the Council or its employees.

Although serious accidents happen very infrequently, it is too late to think about insurance after the event. For this reason, parents are advised to consult their own insurers to determine the extent to which they wish to provide cover. Householder and other family insurance schemes can often be extended to provide personal accident and life insurance for children.

Child Protection

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, which includes physical injury, non-organic failure to thrive, emotional abuse/emotional neglect, sexual abuse and physical neglect.

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.

Designated Child Protection Officers:




Miss L Strachan, Depute Head Teacher

Miss K Arthur, 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 out with normal school hours. These change from year to year but usually include a wide range of activities. The programme for this session can be seen below.

					
Day	Activity	Time	Place	Leader	
	Badminton Club	13:00 - 13:40	Games Hall	Ms McCaw	
	Wind Band	16:00 - 17:00	M1	Miss Hunter (woodwind teacher)	
	Study Club	13:00 - 13:45	206	Mrs Cowie	
	SU Club	13:00 - 13:45	304	Mr McGregor	
	Cheerleading Club	13:00 - 13:40	Games Hall	Miss Fraser	
	S1-6 Choir	13:10 - 13:45	M1	Mrs Kirkwood	
	Netball	15:00 - 16:00	Games Hall	Miss Kennard	
	Dyce Academy Youth Theatre	15:00 - 16:00	Drama	Music / Drama Teachers	
	Trad Band	13:10 - 13:45	M1	Mrs Kirkwood/Mr Gault	
	Eco Group	13:10 - 13:45	314	Mrs Reed/Mr Maughan	
	S4 Boys Football	13:10 - 13:40	Games Hall	Ms McCaw	
	Crochet Club	13:10 - 13:45	208	Mrs McGarrity	
	Guitar & Ukulele Group	13:10 - 13:45	M1	Mr Gault	
	DnD Club (S1-3)	12:55 - 13:45	207	Mr Farquhar	
	Cycling Club	13:10 - 13:40	School Entrance	Mr Murray	

School shows and concerts also take place each session, and we have events such as our Halloween ‘Fright Night’ experience which is put on for our S1-3 pupils by a group of our senior pupils.

Pupils will also be offered the chance to go on a variety of trips and excursions through our Activities Days provision in S1-3 and then on more localised trips where these are relevant to learning in S4-6.



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 via the Parents Portal.

Lockers

Lockers are sited in the school canteen and may be rented for the duration of your Childs' time in school. 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 the school office where first aid trained staff will be contacted if necessary.

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, 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. All such medication is required to be brought into school by parents/carers. 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
- Involvement in co-ordinate care plans and advice for pupils with special needs

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.

PROCEDURES

Registration and Attendance

Communication

Leaving School

Request for Report or Reference

Transport

School Outings

Storm Arrangements

Adverse Weather Arrangements

Lost Property

Registration and Attendance

Each morning all students have to register with their register teacher in the room allocated to their register class. 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. Where pupils are marked as absent, and we have no explanation for this, Group call messages will be sent home to parents/carers.

Wherever possible we would ask that medical and dental appointments are made out with the school day. However, where this is not possible, a note should be provided to the register teacher ideally in advance or on the day at the very latest. All pupils leaving school during class time for appointments, must report to the office before they leave and when they return to so they can be signed into and out of the school.

Parents and carers are asked to make contact with the school office via telephone, groupcall or email to inform the school of any absences. If this is not possible, please provide a note on return to explain the absence. This note should be handed to the register teacher who will send it to the office.

Where absences may require to be longer term on medical grounds, the school will look to organise work at home where possible, for a pupil who is fit to undertake this. The relevant PT Pupil Support (Guidance) will also look to keep in regular communication with parents/carers to review support provision and determine what course of action may be required and whether further support from external agencies may be beneficial in line with our GIRFEC multi-agency working procedures.

The school follows the Aberdeen City Council procedures for following up on pupil absence based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home school Liaison Officer (HSLO) has a key role to play, providing a vital link between home and school.

If no reason for absence has been received an as 'ATT 1' letter is sent to the parent/carer to request written explanation for absences. If no reply is received and/or there is no improvement in attendance, the prescribed procedures are followed through. The Home School Liaison Officer, the Education Department and the Reporter to the Children's Panel may all have to become involved.

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.

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.

The School Website is currently under development and contains information about the school and departments – www.dyceacademy.aberdeen.sch.uk.

We also produce a termly newsletter which is shared widely with all parents/carers and staff members via email and is also added to our school website. This provides a regular insight into the work of individual departments around the school and also updates on extra-curricular activities, school events and focus areas.

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 and email address is required for this service, so please do ensure to keep the school notified of any changes that may occur.

Leaving School

When a student comes to the end of their time at Dyce Academy and leaves school, or if they move to a new school, they must go through a leaving procedure. Pupils must speak to their PT Pupil Support (Guidance) in the first instance and information and direction will then be given to ensure the full procedure is carried out.

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 at least 5 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 expected to adhere to the same behaviour expectations on school transport as they do in the school building. All pupils must follow the instructions of the driver or escort. Failure to do this could result in temporary or permanent withdrawal of bus passes.

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. This will be the same process that is followed for any excursions which may take place beyond the times of the school day.

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

In the event of adverse weather, it may be necessary to delay the start to the school day. Arrangements will be made with our travel operators to pick up pupils 1 hour later than usual if this is possible. 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, information will be broadcast to all parents/carers through Groupcall. Information will also be 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 adverse weather may impact on school transport. Where this is the case, the relevant parents and carers will be notified via Groupcall. 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.

To obtain information online 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 to prevent damage or loss. 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 any bags, articles of clothing, or valuables left unattended.

CURRICULUM

Broad General Education Phase (S1-S3)

Senior Phase (S4-S6)

Homework

ICT Policy

Reports to Parents

Parents' Consultation Evenings

Pupil Support (Support for Learning)

Library Resource Centre

Subject Information

Key Staff Members

Broad General Education Phase (S1-S3)

The S1-3 Broad General Education experience at Dyce Academy is designed to ensure a strong foundation for later learning and for a successful transition to the Senior Phase (S4-6). As pupils develop the four capacities, the curriculum will enable each young person to :

- Experience learning across a broad curriculum
- Achieve high levels of literacy, numeracy and health and wellbeing with opportunities to develop these across the curriculum
- Develop skills for learning, skills for life and skills for work
- Experience opportunities for personal development, achievement and leadership
- Experience challenge and success
- To lead a healthy and active lifestyle

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 and Spanish	(2)	Science	(3)
		Social Subjects	(3)

S3 Curriculum

At the end of S2, pupils will select subjects they wish to specialise in and will continue to follow the Broad General Education curriculum in these areas. In the later stages of the year they will begin to move towards work for their National Qualifications in these subjects. 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 at the appropriate level that will enable them to follow a pathway to the next stage – whether that is further or higher education, training or employment.
- Achieve high levels of literacy, numeracy and health and wellbeing with opportunities to develop these across the curriculum

- Further develop the knowledge, skills and qualities to prepare our pupils for future life and engagement in society and the workplace
- Experience opportunities for personal development, achievement and leadership
- Experience challenge and success
- To lead a healthy and active lifestyle

Dyce Academy encourages all young people to fulfil their potential by being ambitious in their subject choice, ensuring progression in learning. Pupils will complete 7 courses in S4, 5 courses in S5 and up to 5 courses in S6 at the appropriate level for them. In addition their will be input in PSE, PE and RMPS.

Courses may include National Qualifications (National 1-5, Higher and Advanced Higher courses) SQA Group Awards, National Progression Awards (NPAs) Foundation Apprenticeships and HNC courses. There are also opportunities for personal development through Service to the School roles some of which can be overtaken in S5 and which is mandatory for all pupils in S6.

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.

Our timetable also links into the ABZ Campus which links the curricula of the majority of City schools and NESCOL allowing our young people to choose from a much wider variety of courses.

A Subject Choice Booklet and ABZ Campus offer booklet is produced annually to support the choice process and information is shared with young people through PSE and to parents/carers and young people through our Subject Choice Information Evenings.

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/carer 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. Our Homework policy is currently under review.

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.

Reports to Parents

A report on pupils' progress in school will be sent at least twice 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 and to provide advice in terms of next steps in order that pupils can fulfil their potential in that subject.

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.

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



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.

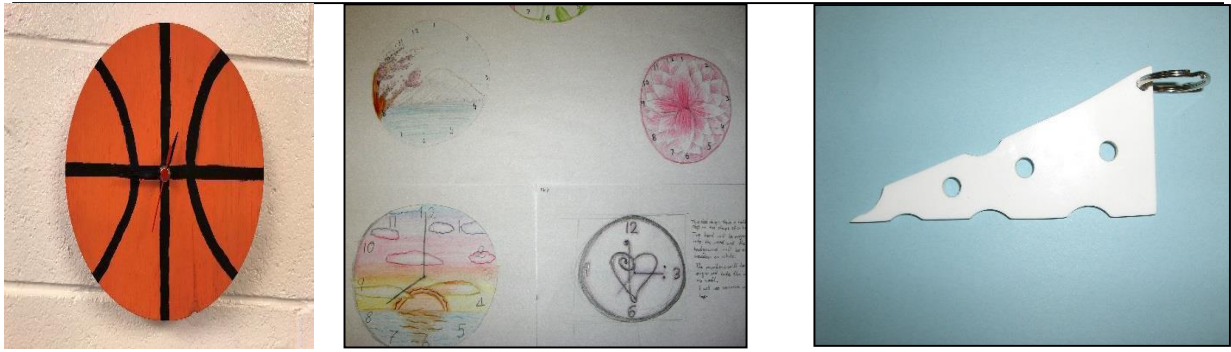
Computing and Software Development further develops the more technical aspects of Computing including: using programming languages, understanding games development, computer system analysis and security of information.

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 two curricular areas, Graphic Communication 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.

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 and Literacy

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.

If selected, 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.

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.

Pupils 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 + Cyberbullying	Substance Misuse	Self- Awareness	LGBTI
Friendships	Alcohol	Subject Choice / Careers	Prelim Preparation
Puberty	Respect	S3 Profile	Career Guidance
Personal Health	LGBTI	LGBTI	Apprenticeship/Job Applications
Diet & Exercise	Subject Choice/ Careers	Mental Health	College Applications
Equality & Diversity	Personal Finance	Recognising Wider Achievement	UCAS Applications
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 our 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.

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

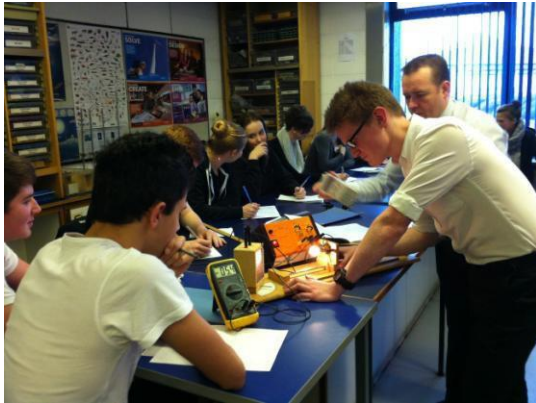
Human Rights
Spiritual Activism
Paganism in Modern Scotland
Looking for Happiness
The Trial of God
An Introduction to Philosophy

Senior Phase

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: -

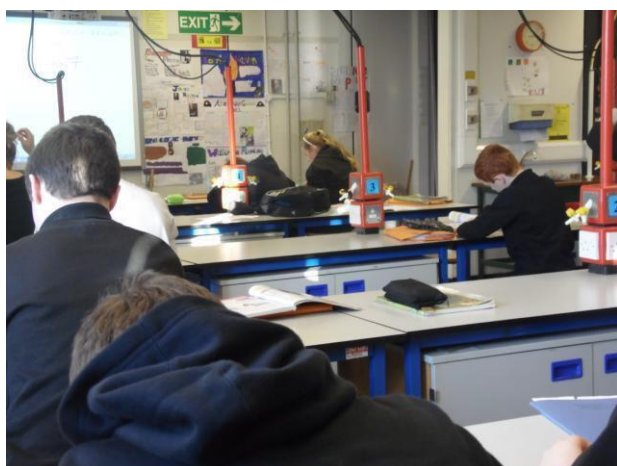
- active learning and planned, purposeful play
- development of problem solving skills and analytical thinking skills
- development of scientific practical investigation and inquiry
- collaborative learning and independent thinking
- emphasis on pupils explaining understanding of concepts, informed discussion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



Key Staff Members

Senior Management Team

Miss Katie Arthur	Head Teacher
Mr Andy Hose	Depute Head Teacher
Ms Lynda Strachan	Depute Head Teacher
Mr Andrew Bonner	Acting Depute Head Teacher
Mrs Claire Richardson	School Support Services Manager
Mr Kevin Kyle	Director of Aberdeen City Music School

Pupil Support

Miss Clare Hosie	PT Pupil Support (Guidance)
Mrs Amanda Sim	PT Pupil Support (Guidance)
Mrs Lisa Rodland	PT Pupil Support (Guidance)
Mrs Sarah Washington	PT Pupil Support (Guidance)
Mr Ruairidh MacDonald	PT Additional Support for Learning

Faculty Head Team

Mr Barry Gartland	Faculty Head Expressive Arts <i>Music, Art, Drama</i>
Ms Maria McCaw	Faculty Head Health and Wellbeing <i>PE</i>
Ms Wendy Jessamine	Faculty Head ICT and Enterprise <i>Business Management, Administration, Computing</i>
Mrs Karen Leven (Mon-Thurs)	Faculty Head Languages and Literacy <i>Modern Languages, English, Literacy</i>
Mrs Keri Cowie (Fri)	Acting Faculty Head Languages and Literacy <i>Modern Languages, English, Literacy</i>
Mr Brian Murray	Faculty Head Mathematics and Numeracy
Mr Ian Barber	Faculty Head Science <i>Biology, Physics, Chemistry, Science</i>
Mr Rory McGregor	Acting Faculty Head Social Subjects <i>History, Geography, Modern Studies, RMPS</i>
Ms Nicola Forno	Faculty Head Technologies (Job Share)
Miss Cara James	Faculty Head Technologies (Job Share) <i>HE, Design and Technology</i>

Aberdeen City Music School

Mr Kevin Kyle
Ms Jackie Edwards

Director of Aberdeen City Music School
Residence Manager, Aberdeen City Music School

The following teams provide further input and support for the pupils of Dyce Academy:

- Pupil Support Team
- Pupil Support Assistants
- ACIS Councillor
- Active Schools Coordinator
- Home School Liaison Officer
- School Doctor
- School Nurse
- Educational Psychology
- English as an Additional Language staff
- Vision Support Staff
- Speech and Language Therapists
- Community Learning and Development
- Technical Support Team
- Librarians
- Youth Workers
- ACMS Tutor Team
- ACMS Boarding Team
- Music Instructors (ACC)
- Skills Development Scotland Advisor
- RGU Hub Worker
- Office Administration Team
- Catering Team
- Janitorial Team

SCHOOL, PARENTS AND COMMUNITY

Parents' Council

School Website

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.

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.

Business Links

Dyce Academy maintains close links with a number of businesses and community groups in the Dyce area and further afield. This includes engagement in curricular lesson provision, extra-curricular opportunities and the personal development opportunities for our young people. In addition we currently have a presence in school from DYW North East and RGU and we are a BP Link School.

We have also recently joined the Excelebrate Initiative whereby we are working in partnership with The Wood Foundation to provide professional learning, study visits, and staffing to support improvement around learning and teaching and Employability. More information on Excelebrate will be provided as we progress on our journey.



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.



Dyce Academy and Aberdeen City Music School
Riverview Drive
Dyce
ABERDEEN
AB21 7NF

Tel: 01224 725118
E-mail: dyceacademy@aberdeencity.gov.uk

