

TURRIFF ACADEMY



**SCHOOL
HANDBOOK
2016**

Aberdeenshire
COUNCIL



WELCOME TO TURRIFF ACADEMY

A LETTER FROM THE RECTOR

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

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

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



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

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

A handwritten signature in cursive script, reading "Lee Menzies".

Ms Lee Menzies
Head Teacher

This Document is available in alternative formats – please contact the Head Teacher

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Please note:-

- Whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.
- “Parent” includes carer and any person who is liable to maintain **or** has parental responsibilities (within Section 1(3) of the Children (Scotland) Act 1995) in relation to **or** has care of a child or young person.

SECTION 1

GENERAL SCHOOL

INFORMATION

SCHOOL CONTACT DETAILS

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

ADVERSE WEATHER AND EMERGENCY CLOSURES

www.aberdeenshire.gov.uk/closures

Please see page 26 for further information regarding emergency closures.

LOCAL AREA OFFICE:

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

QUALITY IMPROVEMENT OFFICER:

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

DIRECTOR OF EDUCATION LEARNING AND LEISURE:

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

SCHOOL OPENING HOURS

SCHOOL OPENS: 8.45 a.m.

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

THE SCHOOL DAY:

Note:

Warning bells ring at 8.40 and 1.15 each day.

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

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

THE SCHOOL OFFICE

Hours of opening : 7.45am until 4pm Monday Wednesday and Friday
7.45am until 4.30 pm Tuesday and Thursday

TURRIFF ACADEMY BACKGROUND INFORMATION

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

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

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

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

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



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

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

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

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

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

managed in accordance with authority guidelines in order to support planned improvements in the school.

HMIe last inspected the school in 2009.

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

VISITS OF PROSPECTIVE PARENTS

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

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

SCHOOL ZONE

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

SCHOOL DRESS CODE

Background

Turriff Academy most recently reviewed its Dress Code Policy in 2013-14 in consultation with pupils, parents and staff and included the Parent Council and Pupils' Council. As a result of this consultation, we now have a revised School Dress Policy so as to meet the current needs of the school and the Education Authority, having taken into account the views of pupils, parents and staff. The aim is to provide clarity to pupils and parents on what is appropriate as school dress.

Dress code

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

Reasons

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

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

- sportswear clothing)
- Providing another means of promoting a positive image of the school to the Turriff Community

Monitoring

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

- Being spoken to by their Year Head and a note put in their pupil planner
- Pupils being asked to change into a plain black or white tee shirt.
- Parents being informed by letter or text
- Being sent home to change or having parents come in with a change of clothing.

Dress code for P.E.

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

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

Essential

A plain top (an extra top for outdoor wear)

Shorts

Training shoes, preferably with light

coloured soles Sports socks

Swimming trunks or one piece

Swimming costume

Optional

Football boots, Hockey boots, Dancing/Gymnastic shoes

Notes;

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



Conclusion

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

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

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

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

PUPIL'S PROPERTY

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

It cannot be stressed too strongly, however, that parents ensure that the pupil's name is on every item of clothing or other property brought to school. Cases of theft are not common in Turrieff Academy, but it is obviously in the best interests of pupils that temptation is not put in the way of the potential pick-pocket. Thus it is essential that pupils remove all money and valuables from coats, jackets etc., which they leave in the cloakroom. In general, pupils should be discouraged from bringing to school large amounts of cash or belongings of considerable value. However, if it is necessary for a pupil to do this, the item concerned may be deposited in the Office for safekeeping. No responsibility will be taken for any items not so deposited. The school has a stock of personal storage lockers which may be rented by pupils for a small annual fee. Again, neither Turrieff Academy nor Aberdeenshire Council will be liable for damage to or loss of contents of a locker. Pupils should provide their own padlock and key once their locker has been allocated

CARE OF SCHOOL PROPERTY

No charge is made for the textbooks, jotters etc., which are issued to pupils, but, since books are very expensive nowadays, and it is assumed that these will be returned to the school in

reasonable condition. If a book is lost or damaged through ill-use, the pupil will be expected to pay for the replacement of the book.

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

SCHOOL MEALS

Hungry for Success – the lunchtime experience



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

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

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

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

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

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

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

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

Parents who think that they are entitled to free school meals should obtain an application form and easy to read explanatory leaflet from the School Office. Once completed, the form should be returned to the Office and parents will be notified if free school meals have been granted once the application has been processed by Aberdeenshire Council. The free school meal allocation will then be automatically loaded onto the pupil's card. Please see page 54 at the back of this handbook for further information.

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

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

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



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

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

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

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

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

PUPIL ATTENDANCE AND ABSENCE

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

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

Attendance and Absence Procedures

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

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

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

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

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school he/she should take a dated note **explaining the absence and signed by one of the parents** to the House Tutor on the first day back at school following the absence. When parents know that the absence of their child is likely to last beyond 3 days, they should let the school know - by telephone, for example.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your child's education. For annual **holiday dates** for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to www.aberdeenshire.gov.uk schools information, term and holiday dates.

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

Communicable/Infectious Diseases

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

You will note that where contact cannot be established in relation to an unexplained absence, Turriff Academy may inform other relevant services, e.g. social work and for police.

LEAVING SCHOOL DURING SCHOOL HOURS

Pupils in S1 to S5 may only leave the school premises during the school timetabled day (i.e. 8.45am until 10.35am, 10.50am until 12.30pm and 1.20pm until 3.00/3.50pm) if they have the permission of a member of staff and they sign out in the log book provided for this purpose in the school office. Pupils in class 6 have the privilege of being allowed to leave the premises during the school timetabled day without the need for the permission of a member of staff, provided they sign out in the log book provided for this purpose in the school office. Pupils are not restricted to the school premises when they arrive at school before 8.40am in the morning or at the morning or lunchtime interval, but, should they leave the premises at these times, they do so at their own risk and must not be late for classes. Pupils should be aware they are representing the school. Parents may wish to note that it will be assumed by the school that they have accepted responsibility for their children when they are out with the school grounds at morning/lunchtime intervals and before 8.40am.

If parents wish their children to remain within the school grounds at these times, they should make this arrangement directly with their children.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES SCHOOL CLOSURE DUE TO BAD WEATHER OR OTHER EMERGENCY

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

PARENTAL ROLE

We would like you to:

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

Also:

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

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

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

WHEN WILL SCHOOLS BE CLOSED?

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

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

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

SECONDARY SCHOOLS

Because of the large number of pupils in Secondary Schools, it is impossible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents.

Parents of pupils who live in outlying areas will be asked to arrange a "Severe Weather Accommodation" address within the town where the pupil may stay overnight if necessary. We will contact all parents in September of every year in order to update our file on this matter and at that time will issue more detailed information for parents and pupils about safety of pupils when weather conditions are severe.

WHAT EDUCATION MIGHT MY CHILD BE MISSING?

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

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

At Turriff Academy, departments and faculties have placed materials on Glow to allow pupils to make up for lost time. The Review and Revision Booklets have been issued to all pupils

and are available on the school website for all Senior pupils to access. Pupils should be aware of their Glow password and have it written in their planner.

FURTHER INFORMATION

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

Northsound 1

FM 96.9Tel: 01224 337000

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4Tel: 01467 632878

Waves Radio

FM 101.2Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

www.aberdeenshire.gov.uk/closures

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

www.aberdeenshire.gov.uk/alerts/index.asp

SCHOOL INFORMATION LINE

The parents of pupils at Turriff Academy have access to a School Information Line. The number is Tel: 0870 054 4999 and then the school pin number of 02 1140. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Full details are in the pupil's planner and on the school website.

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

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

Education Offices (9am – 5pm)

Banff – 01261 813340

Fraserburgh – 01346 515303

Peterhead – 01779 473269

Inverurie – 01467 620981

Stonehaven – 01569 766960

Contact Details

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

TRANSPORT

The Council provides [free transport](#) to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. Free School Transport is also provided for children with additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

TRAVEL TO AND FROM SCHOOL

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

SAFETY ON SCHOOL BUSES

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

PRIVILEGE TRANSPORT

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

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

<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

SECTION 2 CURRICULUM AND ASSESSMENT

SCHOOL AIMS AND VALUES

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

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

Respect, Ambition, Achievement

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

At Turriff Academy we value

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

At Turriff Academy we aim to uphold these values by

Respect

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

Ambition

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

Achievement

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



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

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

POSITIVE BEHAVIOUR MANAGEMENT

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

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



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

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

NOTE ON EXCLUSION FROM SCHOOL

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

ANTI-BULLYING POLICY MISSION STATEMENT

Our anti-bullying policy is currently under review during session 2015/16

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

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

Parents too may see the situation from a particular point of view. Bullies and their victims may have widely varying perceptions of what is actually happening. Bullies and their victims both require support.

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

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

Guidance teachers are available to offer further advice and support.

CURRICULUM AND EXAMINATIONS CURRICULUM FOR EXCELLENCE

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

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context.

Those principles are:

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

CURRICULUM ENTITLEMENTS

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

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

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

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

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

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

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

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

The Curriculum for Excellence is structured into different levels.

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

LEARNING AND TEACHING MEETING PUPILS NEEDS

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

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

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

By these means, the school aims to provide:

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

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

MONITORING AND TRACKING

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

- Pupils set an initial, aspirational target for each subject at the beginning of their course
- Staff then revisit this target up to 5 times during the year, having one-to-one discussions with pupils, before setting their working grade
- Pupils are then given 'next steps' to aid improvement
- It is the pupils' responsibility to note their working grades into their planner M and T page for discussion with parents
- Guidance staff will then use PSE time to analyse and discuss the M and T information with each of their pupils
- At the end of each M and T period, the Year Head works with Guidance to identify pupils for praise/support
- M and T information is fed into the full Senior Report in December, and also the Summary report in March.

This data is used to inform early intervention conversations with pupils who are struggling, or excelling, so that pupils can be accurately placed in the correct level of subject as soon as possible each session. By so doing, progression routes for each subject are clear, and allow the pupils to plan effectively for a positive destination after school. Cause for Concern forms

are used at 2 points in the Session – October and February – to initiate early intervention procedures where parents are informed of concerns. As part of our longer term planning, we aim to introduce Monitoring and Tracking into S1 - S3 in their BGE, again, to aid clarity and accuracy to their plans towards the Senior Phase.

BASELINE ASSESSMENT (MIDYIS)

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

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

EARLY WARNING PROGRAMME

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

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

HOMEWORK

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

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

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

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

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

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

planners are missing or a homework deadline has been missed. This gives parents the opportunity to discuss the subject at home - parental support is particularly helpful with this. Guidance on the use of pupil planners is available on the school website.

LIBRARY

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

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

PAYMENT FOR MATERIALS

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

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

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

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

Further information about Aberdeenshire's curriculum framework can be found at www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL

Pupil Voice

- Provide a forum for discussion about various aspects of school life, particularly those involving the welfare of pupils, and to make recommendations for the consideration of the Senior Management Team.
- Encourage pupils to participate in debate and to stimulate their interest in the representative process.

House meetings are arranged at regular intervals through-out the session to discuss pertinent issues. Every pupil in turn will represent their tutor group at some stage at

meetings. Pupils take it in turn on a rota basis to attend the meetings. The meetings are chaired and minuted by House Captains under the guidance of SLT.

The purpose of the meetings is to raise issues of interest or concern and provide a forum for debate and discussion. Matters arising would be discussed by SLT for action as and when required. Over the years a number of achievements and improvements have resulted from issues raised by the Council. Examples include the provision of lockers, the replacement of dining room furniture, the upgrading of the former Primary Department toilets, the creation of the school's charities group (TACO), the introduction of a praise scheme, the introduction of the annual sponsored event and the review of the School Dress Code.

The Council has a valuable part to play in the decision - making process and to support our desire to continually review and improve our facilities and working practice.

COMMUNITY INVOLVEMENT

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

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

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

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

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

SCHOOL POLICIES

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies. A Curriculum For Excellence Parents' Leaflet is available on the school website.

BROAD GENERAL EDUCATION

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

Languages and Literacy

Mathematics and Numeracy

Social Studies

Sciences

Technologies

Expressive Arts

Health and Wellbeing

RME

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

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

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

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

S4-6 CURRICULUM 2015/16

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

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

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

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

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

OUT OF SCHOOL ACTIVITIES

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

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

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

EXTRA-CURRICULAR ACTIVITIES

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

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

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

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

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

This is but a brief outline of some of the extra-curricular opportunities available at the Academy. Activities of this kind play a vital part in the life of the school because they provide educational opportunities for pupils which complement those provided in the formal classroom situation. We are indebted to the dedication of staff who provide time, commitment and support in the encouragement of this aspect of school life. Considerable emphasis is placed on the pupils themselves taking some responsibility for the running of these Clubs

and Societies. Parents are invited to support the school policy of encouraging pupils to participate in these activities as an integral part of their education. It is often the case that participation in extra curricular activities enables pupils to benefit from opportunities within the more formal aspects of school life.

Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability

SENSITIVE ASPECTS OF THE CURRICULUM

Spiritual, Moral, Social and Cultural Values The Development of Pupils' Values

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

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

RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION

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

Christianity, Other World Religions and Personal Search.

A broad-based approach to the subject is taken where pupils have an opportunity to study the beliefs and practices of Christianity, other selected World Religions and some non-religious stances for living. Pupils are encouraged to explore for themselves question of meaning, value and purpose relating to many aspects of life. As such, the courses are considered to be appropriate for all pupils, regardless of their own personal religious beliefs. Pupils can gain an RMPS Award at National 4 or 5 for this core course.

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

RELIGIOUS OBSERVANCE

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

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

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

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

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

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

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

SHARE (Sexual Health and Relationship Education)

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

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

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

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

Parents/carers

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

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

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials at Parents' Evenings.

Dealing with parental concerns.

Providing staff with appropriate training and support.

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

DRUGS EDUCATION/SUBSTANCE MISUSE

The Aims of Substance Misuse Education

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

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

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

ASSESSMENT AND REPORTING

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

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

Formative Assessment includes:

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

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

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources. The Curriculum for Excellence levels (previously mentioned) are worked by pupils throughout their school career. During this time the children are signposted as making progress through the levels with the terms '**developing, consolidating and secure.**' So for example, your child may come home with a report one year saying they are at '**developing**' stage level 1 e.g. in numeracy and the following year may be '**consolidating**' at the same level in numeracy. This helps us communicate the progress that your child has achieved through the year.

All Aberdeenshire schools use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in

learning for individual children and within schools. (See section at the back of this handbook for recent results.)

In the Turriff Academy Schools Network moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools. Many staff in Turriff Academy work closely with SQA to ensure that national moderation standards are met.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, monitoring and tracking information and samples of work sent home, through parents' evenings and reports.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. The formal reporting of your child's progress will be by means of Pupil Progress Reports issued once per year. In addition, interim/summary reports are also issued to S4/5/6. The dates for these reports are issued through the annual school calendar. Parents and pupils are invited to add their comments to these reports.

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

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

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

Turriff Academy wholeheartedly supports the national initiative on the development of Assessment for Learning; this means that assessment in all its forms is used to provide evidence that encourages dialogue between pupils, parents and teachers. This helps pupils to understand their development needs and to identify the steps necessary to make progress in their knowledge and understanding, skills and abilities. Work is presented in ways that encourage understanding, recognition of its purpose and to provide a pathway to achievement and success.

From S1 to S6 assessment is a continuous process which does not rely solely on the pupil's performance in a single examination, continuous assessment may take into consideration the performance in class tests, written exams, project work, audio work, oral work or practical work.

The techniques used will vary amongst subjects and you will have an opportunity to hear more about specific details at Parents' Evenings.

Parents' Evenings are held for every year group and you will be given an opportunity to make appointments to meet with the teachers of your choice.

In S1, S2 and S3 assessment has two main functions:

- a) To find out precisely what your child can or cannot do. What your child is able to accomplish will be described in terms of their mastery of a particular skill or ability rather than their position in class.
- b) To diagnose individual pupil's strengths and weaknesses in certain skills and areas of knowledge.

Following such diagnostic tests your child would generally be given either more advanced work to develop further the skill being learnt, or offered special help until the skill is mastered. In S4 to S6 when pupils are preparing for external examinations, there is a shift of emphasis towards the types of assessment used by the SQA.

From S4 onwards, pupils encounter formal examinations in all their subjects within the school in addition to the annual diet of externally set SQA examinations in May/June. Internal formal exams take place for S4/5/6 as a means of preparation for the final exams and are scheduled accordingly prior to the SQA exam diet. National 3 and National 4 qualifications will be internally assessed; National 5, Higher and Advanced Higher will include an external final exam.

PARENTS' MEETINGS

Parents' Meetings are an important means of communication about pupil progress especially when pupils' critical choices of subject have to be made. Parents and pupils receive much more detailed advice both in written and oral form at these times. Further advice and comment, in addition to that given by the teaching staff, will be given to pupils by the Authority's Careers Coach. This advice will supplement the careers programme organised within the curricular week by the school's Principal Teachers of Guidance. In addition, members of the school's Senior Leadership Team organise special information evenings for the parents of appropriate year groups to explain the curricular options available and to answer any questions on current educational changes.

REPORTS TO PARENTS

Reports are produced annually to indicate strengths and next steps for each pupil across the range of subjects. The pupil's attainments and achievements are also included in the annual report. Each year group receives an annual report. In addition to the full reports, Interim reports are issued to those pupils in S4, 5 and 6.

Please see the current annual calendar for details of dates of issue, available on the school website.

PARENTS' EVENINGS

These meetings are arranged so that parents may discuss their child's progress with class teachers. These are very important meetings and are organised at various times throughout the year. Appointments can be made with class teachers and members of Guidance and Additional Support Needs staff. The calendar of parents' evenings is available on the school website.

SECTION 3

PARENTAL

INVOLVEMENT

AND PUPIL

WELFARE

PARENT COUNCIL

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

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

1. Learning at Home
 2. Home School Partnership
 3. Parental Representation
- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
 - The Parent Council assists the school in developing an annual improvement plan
 - They comment upon and adds to the annual Standards and Quality Report
 - Provide an annual report for parents on their work throughout the year.
 - You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Parental%20Involvement%20Strategy.pdf>

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Report%20-%20Aberdeenshire%20Parental%20Involvement%20Strategy.pdf>

<http://www.aberdeenshire.gov.uk/consultations/files/3C6AEC305BBB4D88802576CE00549127/Results%20-%20Aberdeenshire%20Parental%20Involvement%20Strategy.pdf>

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

Further information is also available on the Turriff Academy website.

COMMUNICATING WITH PARENTS

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

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

- Regular newsletters
- Texts to parents
- Individual invitations to parents evenings and prize givings
- Monthly "School Report" in the local newspaper
- Annual written report and parents' evening for each year group
- Summary reports for S4 to S6
- Parent Council and PTA

- Contact by Guidance or Support for Pupils staff
- School website

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

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

The Year Heads are as follows:

S1 Year Head and Support for Pupils

Mrs Kathleen Riddoch, Depute Head Teacher.

S2-S3 Year Head

Ms Debbie Ewen, Depute Head Teacher

S4 –S6 Year Head

Ms Jane Bisset, Depute Head Teacher

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

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

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

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

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

HEALTH AND WELLBEING

HEALTH CARE AT THE ACADEMY

The school has the support of a School Nurse/Health Adviser who is a registered Nurse with a specialist qualification in Public Health Nursing. She plays a major role in the delivery of the core health programme, health promotion and support to all pupils. Pupils can access confidentially an information, advice and support counselling service. As part of her remit she is also involved in multi-agency work supporting pupils with medical and or other health needs.

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

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

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

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

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

ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out with the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

HEALTH MATTERS

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

The immunisation schedule within school includes:

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

HPV Vaccine: The HPV vaccine will be offered to girls in S2, S4 and S5.

S3 pupils will be offered Diphtheria, Tetanus and Polio Booster.

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

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

TRANSFER TO SECONDARY EDUCATION

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

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

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

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

EDUCATION MAINTENANCE ALLOWANCE (EMA)

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

Pupils who received an EMA award for session 2014/15 are required to re-apply and complete an application form for session 2015/16.

Who will be eligible for an EMA?

You may be granted, at the discretion of Aberdeenshire Council or your College if you:

Were born between **1 March 1996 and 30 September 1999** - you may be entitled to receive an award from **August 2014**.

Were born between **1 October 1999 and 28 February 2000** - you may be entitled to receive an award from **January 2016**.

If you were born before the above dates and still attend school but never applied before then you can apply providing the household income is as stated below.

FOR STUDENTS WHO APPLY AND QUALIFY FOR EMA FOR THE FIRST TIME IN 2015/16

Where the household income is £20,351 or less the young person will be eligible and will be awarded a weekly allowance of £30. Young people from households with more than one child and where the household income is £22,403 or less will also be eligible for a weekly payment of £30 per week.

You are living in a foster home or children's home or are in local authority care (no proof income required).

For further information please click on the link below

<http://www.aberdeenshire.gov.uk/parentscarers/financial/ema.asp>

CHILD PROTECTION

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

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

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

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

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

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

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

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

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

The school and ask to speak to the child protection coordinator or a senior member of staffing including the head teacher

Police Scotland by dialling 101 (This number is in operation at all times)

or

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

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333

Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website www.aberdeenshire.gov.uk .

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

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

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/parents/carers/ChildProtection.asp>

Should you wish to talk further about Child Protection and the safety of children please feel free to contact Mrs Kathleen Riddoch, Depute Head Teacher(Child Protection Coordinator) at the Academy.

KEY ADULT

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

SUPPORT FOR LEARNERS

ADDITIONAL SUPPORT NEEDS

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

Some of the professionals we work in partnership with include:

Education and Children's Services:

- ASPECTS,
- Sensory Support Service
- Intervention and Prevention Teachers
- EAL teachers
- Pupil Support Workers
- Educational Psychological Services
- Community Learning and Development
- Family support workers
- social workers

NHS:

- school nurses
- school doctors

- speech and language therapy
- physiotherapy
- occupational therapy
- mental health services)

Police Scotland

Further Education

- NESCOL
- SAAC

Third Sector / voluntary agencies.

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

EDUCATIONAL PSYCHOLOGY

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

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

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

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

Further information about the educational psychology service can be found at;

www.aberdeenshire.gov.uk/eps

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

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about

their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

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

For further details contact:

Quality Improvement Manager (Additional Support)
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

IDENTIFYING AND REVIEWING ADDITIONAL SUPPORT NEEDS

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

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

STAGED APPROACH TO ASSESSMENT & INTERVENTION

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

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning and a nurturing and positive environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Coordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Multi Agency Action Plan (MAAP), planning documents and additional input from Support for Learning teachers, other colleagues and/or partnership

agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

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

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

Universal Support Level 0

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

Stage 1: School Based Action

Targeted Support Level 1

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

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

Targeted Plus Support Level 2

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

Stage 3: Multi Agency Action

Intensive Support Level 3

Intensive Targeted Support: school with Community Resource Hub (CRH) intervention/multi-agency action as required

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Multi Agency Plans

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Action Plan. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency providing significant levels of additional support to a pupil.

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

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

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's Guidance teacher, Year Head,

Pupil Support Depute or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630.

Parents and young people have the right to:

- **Supporters**

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

- **Advocacy**

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

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

Website: www.siaa.org.uk

Independent Mediation Services

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

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

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

ADDITIONAL SUPPORT FOR LEARNING (ASL)

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

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

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

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

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

GUIDANCE HOUSE SYSTEM

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

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

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

Currently the Guidance Teachers are as follows:

Craigston	Mrs Liz Paterson (Mrs Vicky Ferguson takes up post 6 th January 2016)
Delgaty	Mr John Martin
Forglen	Mrs Brenda Grant
Hatton	Mrs Amanda Tweedie (Mrs Jill Gruer takes up post 6 th January 2016)/
Mrs Karen Tetlow	

HOUSE TUTORS (REGISTER TEACHERS)

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

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

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

CAREERS GUIDANCE

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

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

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

COMPLIMENTS

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

CONCERNS OR COMPLAINTS

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

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

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

CONCERNS ABOUT YOUR CHILD

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

Craigston
Delgaty
Forglen
Hatton
Tweedie

Mrs Paterson (Mrs Ferguson – from 6th January 2016)
Mr Martin
Mrs Grant
Mrs Tetlow(Mrs Gruer – from 6th January 2016)/Mrs

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

UNRESOLVED CONCERNS

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

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

The Year Heads are

S1	Mrs Riddoch
S2/S3	Ms Ewen
S4/5/6	Ms Bisset

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

FEEDBACK TIMELINE

Where possible, following discussion with the appropriate member of staff, initial feedback on any concern or complaint will be provided within 2 working days.

Where a more detailed response or further investigation is required, this will be provided within 20 working days (although most concerns or complaints are dealt with more quickly than this).

In the case of serious concerns or complaint, the Head Teacher will be notified and decide, in consultation with others as appropriate, if further action is required. In such cases, written feedback will be provided by the Head Teacher/Depute Head Teacher within 20 working days.

A brief record of any discussions or agreed action will be documented.

UNRESOLVED COMPLAINTS

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

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

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – www.aberdeenshire.gov.uk/haveyoursay/index.asp

INSURANCE

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

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

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

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

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

**SECTION 4
SCHOOL
IMPROVEMENT
AND DATA
PROTECTION**

STANDARDS & QUALITY & IMPROVEMENT PLANNING

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

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

IMPROVEMENT PLANNING

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

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

DATA PROTECTION

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or

guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Data Protection Act 1998

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

Fair Processing Notice

Who may process your personal data?

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

What personal data will be collected?

The information which you provide may include:

Personal contact details

Employment details

Child's date of birth

Physical or mental health or medical conditions

Income (if applying for free school meals or clothing grants)

For what purposes will your personal data be used?

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

Provision of education to your child

Provision of additional educational support for your child (if required or requested)

Provision of transport for your child (if required or requested)

Provision of extra curricular activities for your child (if required or requested)

Statistical analysis to monitor performance and inform priorities for improvement

Will Aberdeenshire Council disclose your personal data to anyone else?

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

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

Your Data Protection Rights

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

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

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

Aberdeenshire Council Education, Learning and Leisure Service:

01224 664630 or email: education@aberdeenshire.gov.uk

PARENTAL ACCESS TO RECORDS

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

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

SCOTXED

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

SECTION 5 ANNUAL UPDATE

SCHOOL CLOTHING GRANTS

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

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

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

<http://www.aberdeenshire.gov.uk/parents/carers/financial/ClothingGrant2011.pdf>

CAN MY CHILD GET FREE SCHOOL MEALS?

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

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

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

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

<http://www.aberdeenshire.gov.uk/parents/carers/financial/meals.asp>

TURRIFF ACADEMY ATTAINMENT DATA AUGUST 2014

S4	% Cohort Achieving Literacy and Numeracy award at SCQF Level 4			% Cohort Achieving 5 or more awards at SCQF Level 5		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School	85%	88%	91%	34%	38%	45%
Ab'Shire	66%	86%	89%	36%	44%	45%
Scotland	63%	77%	82%	35%	39%	42%
S5	% Cohort Achieving 3 or more awards at SCQF Level 6			% Cohort Achieving 5 or more awards at SCQF Level 6		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School	29%	28%	34%	9%	13%	18%
Ab'shire	31%	33%	38%	13%	16%	18%
Scotland	30%	33%	37%	13%	17%	18%
S6	% Cohort Achieving 5 or more awards at SCQF Level 6			% Cohort Achieving 1 or more awards at SCQF Level 7		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School	21%	23%	28%	16%	11%	22%
Ab'shire	27%	28%	29%	19%	19%	21%
Scotland	27%	29%	31%	17%	19%	20%

SCHOOL CALENDAR - Key Dates 2015/16

17 August 2015	In Service Day
18 August 2015	Session Starts for Pupils
12 October – 25 October 2015 Inclusive	October Holidays
26 October 2015	Term Starts for Pupils
16 November 2015	In Service Day
17 November 2015	In Service Day
23 December 2015 – 5 January 2016 Inclusive	Christmas Holidays
6 January 2016	Term Starts
1 – 11 February 2016	Prelim Exams S4/5/6
12 February – 15 February 2015 Inclusive	Mid Term Holiday
16 February 2016	In Service Day
17 February 2016	In Service Day
25 March 2016	Good Friday Holiday
4 April-17 April 2016 Inclusive	Easter Holidays
18 April 2016	Term Starts
29 April – 2 May 2016 Inclusive	Mid Term Holiday
4 May 2016	Start of SQA Exams (S4/5/6)
3 June 2016	End of SQA Exams
1 July 2015	Last Day of term Session Ends

Session 2016/17 Starts Monday 15 August for staff, Tuesday 16 August for pupils.

Please see link below for annual holiday calendar for 2015/16.

http://www.aberdeenshire.gov.uk/schools/information/documents/Schoolholidayplanner2015-2020_001.pdf

SCHOOL CATCHMENT AREA

Details of the school catchment area can be found on the Aberdeenshire website at the following address

<http://www.aberdeenshire.gov.uk/schools/index.asp>

Click on Secondary schools – Turriff Academy- Catchment area.

1. TEACHING STAFF

Name	Post	Name	Post
Senior Leadership Team		Modern Languages	
Ms Lee Menzies	HT	Ms Kerry Whyte	PT (F)
Mrs Kathleen Riddoch	DHT	Mr David West	
Ms Debbie Ewen	DHT	Miss Rona Wilson	
Mrs Jane Bisset	DHT		
Mr Lindsay Rouse	SSC		
Art & Design		Music	
Mr Iain Dunlop	PT	Mrs Zoe Hall	PT
Mr John Ford		Mr Richard McWhirter	p/t (0.5fte)
Mrs Moira Tedcastle			
Technologies		Physical Education	
Mrs Christine Cooper	PT(F)	Mr David Laing	PT
Mr Hugh Conway		Mr Alan Shearer	
Mr Robert Haines	0.7 fte	Ms Rachel Smith	
		Science:	
Mrs Liz Bourne	p/t (0.8 fte)	Physics	
Mr Ronald Thompson		Mr Jamie McHugh	
Mr John McCallum		Ms Emma Marshall	
Drama		Biology	
Mrs Alicia Johnstone	PT	Mr David Russell	PT(F)
		Mrs Vicki Ferguson	
		Mr Alan Stickle	
English		Chemistry	
Mrs Caron Sievewright	PT(F)	Mr Chris Dubbels	
Mrs Kathryn Michie	p/t (0.8 fte)	Miss Kat Barnard	
Mrs Dawn Murray			
Mr Kevin Madill		Support for Pupils:	
Mrs Paula Wilson	p/t (0.6 fte)	Guidance	
		Mrs Vicki Ferguson	PT
Home Economics		Mr John Martin	PT
Ms Helen Paterson	PT	Mrs Brenda Grant	PT
Mrs Ann Beveridge (Break)	p/t (0.6 fte)	Mrs Karen Tetlow	PT, 0.5 fte
		Mrs Jill Gruer	PT, 0.5 fte
		Mrs Amanda Tweedie(Break)	PT, 0.5 fte
Humanities:		Support for Pupils	
		Mrs Margaret Ramage	PT
Mr George Baird	PT(F)	Mr Ronald Burnett	
Mrs Fran Mottashaw		Mrs Jane Knowles	p/t (0.6 fte)
		Mrs Maciej Lenicki	
Mrs Mhairi McKean	PT	Ms Laura Couper	p/t (0.4 fte)
Mr Michael Forsyth		Mrs Joanne Ingram	0.6 fte
Miss Shakira Alecio			
Modern Studies			
Miss Alison Gow			

Mr	David MacLean	p/t (0.7 fte)
Mrs	Jessica Beattie	Probationer

Religious, Moral & Philosophical Studies

Mrs	Stephanie Chalmers	PT
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Mathematics

Mrs	Debbie Tocher	PT(F)
Mrs	Jacqui Massie	p/t (0.6 fte)
Mrs	Flora Murdoch	
Mrs	Lindsey Drysdale	
Mrs	Moira Nicoll	p/t (0.8 fte)
Miss	Valerie Mitchell	p/t (0.6 fte)

Supply Teacher

Mr	George Davidson	p/t (0.6 fte)
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Library Resource Centre

Ms	Lesley Slater	LIB
Mrs	Lynda Bain	LIB

ABBREVIATIONS:

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

2. HEALTH TEAM

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

3. MUSIC INSTRUCTORS

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

4. SUPPORT STAFF

Administrative / Clerical Support

Mrs Fiona MacKay	Administrative Assistant
Mrs Karen Bremner	Senior Clerical Assistant
Mrs Joy Street	Clerical Assistant
Mrs Marianne Thom	Clerical Assistant

Janitorial Team

Mr Kenneth Sharp	Supervisory Janitor
Mr Jim Hay	Janitor

Library Resource Centre

Mrs Dawn Harper

Library Assistant

Pupil Support Assistants

Ms Clare Bain

Ms Debs Chalmers

Mrs Allison Gray

Mrs Aileen McHardy

Mrs Elizabeth Norrie

Mrs Lorraine Smith

Mrs Amanda Allan

Mrs Ruth McKee

Pupil Support Worker

Miss Anne Heinrich

Technician Team

Mr Howard Aspinall

Mr Andre Coelho

Mr Jordan Taylor

Mrs Catriona Dubbels

Mr Andrew Smith

Mrs Diane Johnstone

Mrs Janice Beedie

Ms Joanne Cathcart

Mrs Liz Grieve

ICT Analyst

ICT Analyst

ICT Technician

Science Technician

Whole School Technician

Technical Assistant

Technical Assistant

Technical Assistant

Technical Assistant

5. TURRIFF COMMUNITY SCHOOLS NETWORK STAFF

Mrs Janice Beedie

Senior Clerical Assistant (p/t)



TURRIFF ACADEMY ROOM PLAN

