



From mountain to sea

Portlethen Academy

Handbook

2017/18



Contents

| | |
|---|-----------|
| Portlethen Academy | 1 |
| Introduction to Portlethen Academy | 4 |
| Our Vision, Values and School Ethos | 5 |
| Curriculum | 6 |
| 1 1+2 Approach to Language Learning in Aberdeenshire | 7 |
| 2 Further Information | 8 |
| Assessment and Reporting | 9 |
| Transitions | 11 |
| 3 Admissions | 12 |
| 4 Placing requests & School Zones | 12 |
| 5 Skills Development Scotland | 12 |
| 6 Skills for Learning, Life and Work / Developing Young Workforce | 13 |
| Support for Children and Young People | 14 |
| 7 Getting it Right for Every Child | 14 |
| 8 The Named Person | 15 |
| 9 Educational Psychology | 15 |
| 10 Enhanced Provision & Community Resource Hubs | 16 |
| 11 Support for Learning | 16 |
| 12 The Child's Plan | 17 |
| 13 Child Protection | 17 |
| 14 Further Information on Support for Children and Young People | 18 |
| Parent & Carer Involvement | 19 |
| 15 Our Parent Forum & Working with you as partners | 19 |
| 16 Communication. | 19 |
| 17 Parenting | 20 |
| 18 Volunteering | 20 |
| 19 Learning at Home | 20 |
| Homework | 20 |
| 20 Decision-making and Developing Services | 21 |
| 21 Collaborating with the Community | 21 |
| School Policies and Useful Information | 22 |
| 22 Attendance | 22 |

| | | |
|-----------------|--|-----------|
| 22.1 | Attendance and Absence Procedures | 22 |
| 22.2 | Unplanned Absence | 22 |
| 23 | Portlethen Academy Dress Code | 25 |
| | Belongings & Valuables | 25 |
| | School Equipment | 26 |
| 24 | Clothing Grants | 26 |
| 25 | Transport | 26 |
| 26 | Early Years Transport | 26 |
| 27 | Privilege Transport | 26 |
| 28 | Special Schools and Enhanced Provision | 27 |
| 29 | School Closure & Other Emergencies | 27 |
| 30 | Storm Addresses | 28 |
| 31 | Change of address and Parental Contact Details | 28 |
| 32 | School Meals | 29 |
| 33 | Healthcare & Medical | 29 |
| 34 | Exclusion | 31 |
| 35 | Educational Visits | 31 |
| 36 | Instrumental Tuition | 31 |
| 37 | Education Maintenance Allowance | 31 |
| 38 | Comments, Compliment & Complaints | 31 |
| 39 | Support for parents/carers | 32 |
| 40 | Insurance | 32 |
| 41 | School Off Site Excursion Insurance | 33 |
| 42 | Data we hold and what we do with it. | 33 |
| 43 | How Does Aberdeenshire Council Hold and Store Pupil Data | 34 |
| 44 | Parental Access to Records | 34 |
| 45 | ScotXed | 34 |
| 46 | Information Sharing | 34 |
| 47 | Freedom of Information | 34 |
| Appendix | | 35 |
| | School Improvement Plan | 35 |
| | Members of Parental Groups | 35 |
| | Stats for attainment etc. | 35 |
| | School Events Calendar & Holidays | 36 |

| | |
|-----------------------|-----------|
| Map of catchment area | 38 |
| Staff Team | 39 |
| <hr/> | |
| | 39 |

Introduction to Portlethen Academy

Welcome to Portlethen Academy. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child enjoys his/her time with us. Our focus is on providing the very best for all pupils. We aim to prepare them for life beyond school by working with parents and partners to get the best attainment, skills, achievements and knowledge for each pupil. We want our pupils to aspire to be the very best they can be.

We take pride in the fact that this is a happy and industrious school, with a real sense of team spirit and we value that the education of their child/children is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations.

School Contact Details

Head Teacher: Neil Morrison

Portlethen Academy

Bruntland Road

Portlethen

AB12 4QL

Telephone 01224 782174

Fax 01224 782076

E mail Portlethen.aca@aberdeenshire.gov.uk

Website www.portlethenacademy.aberdeenshire.sch.uk

School Office

The school office is manned from 8.00am – 4.15 pm on Mondays and 8.00am – 4.30pm, Tuesdays to Friday.

The school has an answering machine for messages. All messages are collected by 8.00 am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Adverse weather and emergency closure

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Information Line 0370 054 4999 (PIN 021120) (Please do not use this line to leave messages for the school.)

Portlethen Academy is a non-denominational school with a role of 811. The school serves the communities of North Kincardineshire including Portlethen, Newtonhill. Muchalls. Chapelton and the surrounding settlements. An interactive map can be accessed at <http://www.aberdeenshire.gov.uk/local>

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

The school day

08.45 -12.45 (doors are unlocked from 08.10)

10.40-10.55 Morning break

12.45-13.45 Lunch

13.45 -15.30

Our staff team

This comprises both teaching and non-teaching staff. These are listed in the appendices.

Our Vision, Values and School Ethos

Vision: To be the very best we can be.

Values: Learn and Improve

Get Involved

Consider the consequences

Respect all

Aims: These are currently the subject of review with the Portlethen Pupil Action Group and may be amended.

Attainment and Achievement: To raise standards of educational attainment and wider achievement for all our pupils, especially through the skills of literacy, numeracy, health and well-being, information communication and technologies and working with others.

Learning and Teaching: To promote the highest quality learning experiences for pupils by investing in career long professional learning to create knowledgeable, confident and skilled teachers capable of raising the attainment and achievement levels of our pupils.

Leadership: To develop leadership skills, experiences and potential in our young people and staff.

Equality and Inclusion: To provide equality of opportunity for all to access education in a way that is engaging and appropriate to the pupils' interests, physical and intellectual needs.

Values and Citizenship: To work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. In turn our pupils will understand the duties and responsibilities of citizenship in a democratic society.

Learning for Life: To equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills and the resilience that will help them prosper in our changing society.

Relationships and School Ethos

We believe that relationships are key to all that we do and strive to build and strengthen these between pupils, parents, staff, other agencies, business partners and the wider community, locally and beyond. We believe in dealing with issues at the lowest level possible and with professional regard for the views of all. We always look for positive solutions and our ethos reflects our vision, values and aims with a drive to always get the very best outcomes for our young people to help them develop. This can be in relation to attainment, achievements, skills for life beyond school and their social, emotional and well-being.

Curriculum

Within Portlethen Academy, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum is based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we have a curriculum which we adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of *Getting It Right for Every Child*, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

The following table outlines our current curriculum structure

| Portlethen Academy Broad General Education Curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|---|-------------|------------------------|---|-----------|------------------------|---|--------------------|------------------------|----|-----------------------|---------------------|----|-----------|------------|----|--------------------------|-----|----|-----------|----|-----|----|----|----|-----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| S1 | English | | Mathematics | | | Science | | | Social Ge Hi Mo | | | Exo Arts Art Dr Mu | | | HE | | | Technologies Bu Co Te | | | Mod Lan | | PE | | RE | | PSE | | | |
| S2 | English | | Mathematics | | | Science | | | Social Ge Hi Mo | | | Exo Arts Art Dr Mu | | | HE | | | Technologies Bu Co Te | | | Mod Lan | | PE | | RE | | PSE | | | |
| S3 | English | | Mathematics | | | Subject 1 | | | Subject 2 | | | Subject 3 | | | Subject 4 | | | Subject 5 | | | Subject 6 | | PE | | RE | | PSE | | | |
| Portlethen Academy Senior Phase Curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| S4 | English | | | Mathematics | | | National 1 | | | National 2 | | | National 3 | | | National 4 | | | PE | | RE | | PSE | | | | | | | |
| S5 | National / Higher 1 | | | National / Higher 2 | | | National / Higher 3 | | | National / Higher 4 | | | National / Higher 5 | | | Enrichment | | Em | PSE | | | | | | | | | | | |
| S6 | Nat / High / Ad High 1 | | | Nat / High / Ad High 2 | | | Nat / High / Ad High 3 | | | Nat / High / Ad High 4 | | | Self Study | | | Enrichment | | Le | PSE | | | | | | | | | | | |

Development of Spiritual, Moral, Social and Cultural 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 school ethos and the curriculum.

Extra-Curricular Activities

A range of extra-curricular activities are run by school staff. These include the annual pantomime, netball, football, badminton and various music, art and drama activities. Many of these vary from year to year and are advertised annually. A range of school trips are offered varying from short local visits to events through our Get Out Of School Experience in S1 and S2 and longer foreign experiences which have included trips to Morocco and Courmayeur. Staff provide an extensive range of revision and support classes and drop in sessions, primarily for Senior Phase pupils and these are publicised in school and via the website.

1 1+2 Approach to Language Learning in Aberdeenshire

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Portlethen Academy the first foreign language will be either French or Spanish (complete as appropriate). This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE).

For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

2 Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at:

<http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2017/08/Portlethen-Academy-Parental-Information-booklet-2013.pdf>

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

Policy for Scottish Education:

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

Early Learning & Childcare:

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

Broad General Education (Pre school – S3):

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Senior Phase and beyond (S4 – 16+):

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

National Qualifications:

<https://education.gov.scot/nationalqualifications/>

Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘**SAY**’ where a pupil may have presented to the class or teacher.

‘**WRITE**’ where a pupil may have some written evidence e.g. end of unit/topic.

‘**MAKE**’ where a pupil may have created a model or poster.

‘**DO**’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress, to help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. These are managed by the Principal Teachers of Guidance.

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)

In the Senior Phase pupils embark on the National Qualifications.

*As pupils enter this phase they are set an **aspirational target grade** for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through **TRACKING Reports**.*

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions

Transitions are those times when young people move from one part of their learning journey or school to another. The most often referenced one is from Primary to secondary but each year at change of timetable young people move to different teachers and/or subjects. Pupils can also move school or, very occasionally, class. For senior pupils the key transition is when they leave school for employment, further learning or training. Our approaches to each of these are outlined below class-to-class:

- Primary – secondary: We work closely with all the primary schools that our pupils come from to ensure a smooth transition that takes account of both pupil attainment and social, emotional and pastoral needs. We also understand that the structures and practice of a secondary school are very different to those of a primary and can be daunting at first acquaintance. We aim to work with pupils and parents to explain these differences and how our structures work. An outline of the transition timetable can be found at the following link <http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2017/10/PORTLETHEN-CLUSTER-PRIMARY-TO-SECONDARY-TRANSITION-PROGRAMME.pdf>
 - Year to year in the Academy: Staff ensure that pupil information is passed with pupils as they move from year to year in the Academy. Often teachers will change so this transfer of information on learning, attainment and pupil's progress is crucial. Throughout the Broad General Education pupils attainment is tracked and this is available to staff to ensure learning and teaching is set at an appropriate level. Subjects also have clear course structures which are followed and can be viewed on the school website. At S3 into S4 there is a significant change as pupils move to the Senior Phase of education and to certificate courses. It is crucial that the senior phase is planned for as a 1, 2 or 3 year programme for each young person depending on how long they intend staying on for. This is done by pupils, parents and the Guidance staff. The plan will require flexibility as pupil circumstances and choices inevitably change. The course choice process is crucial to transitions and details can be found at the following link <http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2017/10/Course-Choice-Rationale-and-Timeline.pdf>
 - Work and further study/training: The move beyond school and into work or further training/study is planned for in conjunction with each pupils Guidance teacher. Pupils can also access the schools Careers Advisor. Guidance staff provide opportunities through the personal and Social Education programme for pupils to practice and complete personal statements and job/college. Apprenticeships/University applications. Where pupils require additional support around the transition beyond school there are opportunities for support from the careers Advisor, Community Learning and Development and tailored programmes all of which can be accessed by contacting your child's Guidance teacher.
 - Change of school: Prospective parents should contact the School Office and request an appointment to come and visit the school and meet with the Depute Head Teacher who will be your child's Year Head. This will allow us to arrange timetables, pass on any relevant information to teaching staff and ensure a
-

smooth transition from their previous school. 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).

Visit Parentzone for more information about transitions:

<https://education.gov.scot/parentzone/my-child/transitions>

3 Admissions

Nursery Admissions.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

<http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>

Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

<http://aberdeenshire.gov.uk/schools/information/primary-school-registration/>

4 Placing requests & School Zones

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

5 Skills Development Scotland

The Careers Advisor for **Portlethen Academy is Mr R Philip.**

The aim of the service is to help pupils' career plans and move smoothly from school to employment, training or further/higher education.

All pupils have access to the Careers Advisor, though most time is spent with S4/5/6. Pupils may meet with the Careers Advisor during class, in a group setting or for a one-to-one interview. The Careers Advisor may also be available for parents to seek advice during some of our events*

For more information about Skills Development Scotland go to:

<https://www.skillsdevelopmentscotland.co.uk/>

6 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

Support for Children and Young People

7 Getting it Right for Every Child

Getting It Right FEC is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Wellbeing of children and young people sits at the heart of the Getting it Right for Every Child approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland's children and young people.



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at Portlethen Academy to feel happy, safe and supported to fulfil their potential. Our approach is that the lead in this area is taken by Principal Teachers of Guidance who are responsible for the pastoral support of young people. All staff have a responsibility to support young people both in terms of reporting any matters that may impact on well-being and in delivering supporting strategies.

Principal Teachers of Guidance

Miss L. Allan (PT) Auchlee

Mrs A.-L. MacLeod (PT) Bourtree

Ms H. Jones (PT) Cookston

Miss C. Lloyd (PT) Downies

8 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Depute Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or parent/carer to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern.

For more information you can contact your child or young person's Named person directly, or go to:

<http://www.girfec-aberdeenshire.org/parents-carers/what-is-the-named-person/>

Here at Portlethen Academy the Named Person for your child/young person is ordinarily your child's Guidance teacher. If this is not the case you will be informed of who it is and the reason(s) for this.

9 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.

<http://aberdeenshire.gov.uk/schools/eps/>

10 Enhanced Provision & Community Resource Hubs

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. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

For more information on all of our resources and policies go to:

<http://asn-aberdeenshire.org/>

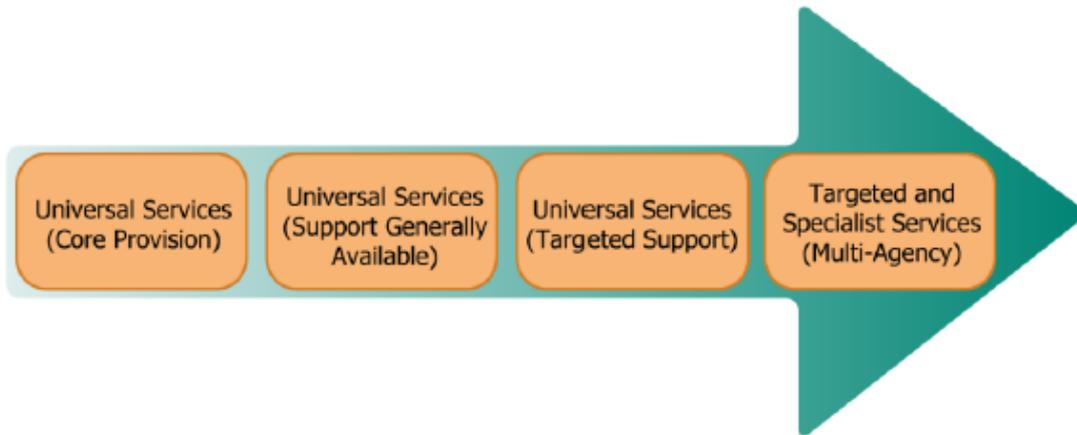
11 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

12 The Child's Plan

The Getting It Right approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire's staged approach to assessment and planning for individual children and young people, shown below.



For a small minority of children or young people, there might be higher levels of need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will help to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

13 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within Portlethen Academy we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. **At Portlethen Academy the designated officers are:**

Mr N. Morrison and Mrs M. O'Brien.

Remember – if you suspect abuse, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns:

Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

Police Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

- stay calm and listen to them
- never promise to keep it a secret – tell them you must let someone else know
- remind them that they are not to blame and are doing the right thing
- report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire's children and young people is everyone's business, go to:

<http://www.girfec-aberdeenshire.org/child-protection/>

14 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right For Every Child (GIRFEC)

<http://www.girfec-aberdeenshire.org/>

Aberdeenshire Council

<http://www.aberdeenshire.gov.uk/schools/additional-support-needs/>

Support for All

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Enquire

<http://enquire.org.uk/>

Parent & Carer Involvement

Here at Portlethen Academy, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

Aberdeenshire Parents' Charter. (See Appendix) These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

15 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

16 Communication.

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Use of Groupcall to text and email
- School Website:
- Twitter @PortyAcad and various faculty Twitter feeds:
- Information Evenings
- Newsletters and other letters
- Events including Musical, Theatrical and Youth Philanthropy Initiative Evenings
- Open sessions for P7 parents linked to transition
- Occasional Parent Focus Groups linked to the School Improvement Plan

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child's progress, wellbeing and behaviour (see Appendix).

17 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

18 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact your Head Teacher.

19 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please see our homework policy below:

Homework

Homework is an integral part of all courses. The main purposes of homework are:

- to reinforce, review, practise and revise class work
- to instil good habits and self-discipline with respect to study
- to encourage pupils to take responsibility for their own learning
- to prepare in advance for future class work
- to develop research and investigative skills

It is important for pupils to remember that not all homework is written and time spent at home on a regular basis going over the work done in class is necessary. The school has invested in 'Show my Homework' in session 2016/17.

Pupils can access Show My Homework through GLOW (RM Unify). Parents are also allocated a PIN for Show My Homework and can use this to view homework allocated to their child.

As a result of ongoing developments arising from Curriculum for Excellence, the type, amount and frequency of homework is under review and will vary from one subject to another and also for different year groups.

If a regular pattern of homework is established in early years, it will help to improve attainment and achievement.

Homework is more than the completion of set work. It should be seen as a vehicle for promoting independent learning among pupils. Homework is also a means of communicating continuing progress to parents.

You can access the range of home learning materials on:

<http://portlethenacademy.aberdeenshire.sch.uk/pupil-area/home-learning-pupil-revision/>

20 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parent's views, ideas, opinions along with creating the opportunity to draw upon parent's skills and strengths. To enable this we have a series of regular meetings which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires and focus groups.

Our **Parent Council**, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson or Head Teacher for more information about getting involved in the Parent Council via the school email (labelling it for the attention of the Parent Council) Portlethen.aca@aberdeenshire.gov.uk

21 Collaborating with the Community

Portlethen Academy and our staff strive to work with the many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences and opportunities. If you are interested in working with the school, please contact the Head Teacher.

School Policies and Useful Information

School Policies are published on the school website and can be found by clicking the Our School tab at the top. We are currently updating this section and will add further policies and procedures during the session. Please go to:
<http://portlethenacademy.aberdeenshire.sch.uk/>

All Aberdeenshire Council Education policies can be found here:

<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-children-s-services-policy-framework/>

22 Attendance

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 actions of adults.

It is important that staff and parents continue to work together to develop and improve 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.

22.1 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 would wish to work with parents to ensure that children can achieve fully. 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.

22.2 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 for the safety of the individual child.

If your child is absent and no contact has been made by you to the school then parents/carers will receive a text by 10.15 am and 2.15pm to inform them that their child is not in school. On receiving the text you should contact the school to explain the absence. For these arrangements to work it is essential for us for us to have your help with the following:

Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.

Inform the school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.

Inform the school of your child's absence by 9.15 am on the morning of the day, and any subsequent, days of absence. For afternoons, inform the school no later than half an hour into the afternoon session.

Respond promptly to contacts from the school. Provide written confirmation of absence as soon as possible on your child's return to school.

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 8:00 am and 9:15 am on the first day of his/her absence.
- 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.

What pupils need to know:

Lateness:

All pupils arriving late to school should report to the office where names will be noted and a late slip provided. Pupils should then proceed to class. Pupils that are late to school without a satisfactory explanation/note will be placed on a detention the following day to pay back this lost time

Permission for absence from school:

All requests for absence from school for holidays must be made in writing to the Head Teacher. This information will then be shared with Year Head, Guidance, Tutors and Office staff. Requests for release regarding family circumstances or out of school activities eg dance exams, cadet camps should be passed to Year Heads. Appointments, as far as possible, should be arranged outwith normal school hours. If a pupil requires to be excused from school he/she should have an appointment card/parental letter.

If you feel ill, tell your class teacher and ask permission to report to the school office or the school nursing assistant. If appropriate, office staff will arrange for you to be collected from school.

The school follows the Aberdeenshire Attendance Policy:

http://aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf

Holidays during term time.

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 inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

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

23 Portlethen Academy Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. As a community school it is also a key part of our Health and Safety procedures.

School uniform consists of –

Boys

Black trousers

White shirt

Black knitwear

School tie

Black shoes

Girls

Black skirt or trousers

White blouse

Black knitwear

School tie

Black shoes

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

PE Kit consists of –

Pupils must provide a change of suitable clothing for activities. Though timetabled for outdoors, pupils should bring indoor kit in case it is not possible to go outdoors.

Pupils may be asked to work in bare feet for certain activities.

Indoor

Towel (optional)

T-shirt/Sports Shirt

Socks

Training Shoes – indoor only

Shorts

Outdoor

Towel (optional)

T-shirt/Sports Shirt Shorts

Socks

Training Shoes – suitable for outdoor

Shorts

Track Suit (optional)

Swimming Kit

Towel, Trunks (boys),

One-piece swimming suit (girls)

Belongings & Valuables

- ◆ All personal property, clothing and PE kit should be clearly marked with the pupil's name, and school books covered and named. Coat pegs are provided in or near each room.
 - ◆ All pupils are expected to use a school bag.
-

- ◆ Pupils should not bring to school items of value or large sums of money. High value items including mobile phones can be vulnerable to damage. The school does not carry insurance for damage to these and pupils bring them at their own risk. They should not be left unattended while at school.
- ◆ School bags and PE kit must not be left lying in the school overnight.
- ◆ The Academy cannot take responsibility for articles that go missing, but pupils should report any missing property to the School Office and efforts will be made to find the article.
- ◆ Lockers are available in social areas for pupils to hire for a small annual cost.
- ◆ When attending Physical Education pupils are strongly advised to put valuables in their lockers beforehand.

School Equipment

The school provides all of the books and equipment that your child will need to use in school. When a pupil loses or irreparably damages a text book / equipment etc. appropriate charges are made. These charges are subject to alteration to reflect particular circumstances and changing costs of items and availability of replacement item.

24 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/>

25 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. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Contact your school for more details.

26 Early Years Transport

Transport to early year's settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

27 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/roads-and-travel/school-transport/school-transport/>

28 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

29 School Closure & Other Emergencies

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. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

If children are at school...

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.

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

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.

Before the start of the school day...

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Head Teachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7 MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

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

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

School Information Line

Tel: 0370 054 4999 then **021120**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

30 Storm Addresses

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents' responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

31 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

32 School Meals

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

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

For more information and how to apply for **Free School Meals**, go to:

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

For information about **school meals and menus** go to:

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

Aberdeenshire Council provides an **online payment service to pay for school meals**.

To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/>

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 should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

33 Healthcare & Medical

Every child's health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP's advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf>

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

34 Exclusion

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

http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf

35 Educational Visits

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

36 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 and parents are asked to contact Music via the school office if enquiring about tuition.

For further information go to:

<http://aberdeenshire.gov.uk/schools/ims/>

37 Education Maintenance Allowance

An Educational Maintenance Allowance (EMA) is a weekly payment paid directly to young people from low income families to enable them to stay on in further education at school or college after they reach statutory school leaving age. This is funded by the Scottish Executive. Further information on EMA's and how to apply can be found here:

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/>

38 Comments, Compliment & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

<http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

39 Support for parents/carers

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: <https://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
Fraserburgh Business Centre
South Harbour Road
Fraserburgh
Aberdeenshire, AB43 8TN
Tel no 01346 585341
Fax no 01346 512810
Email aberdeenshire@children1st.org.uk

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

www.sclc.org.uk

40 Insurance

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your

responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

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

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all 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.

41 School Off Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

42 Data we hold and what we do with it.

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.

43 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.

44 Parental Access to Records

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/for-the-public/personal-information/>

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

<https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record>

45 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.

46 Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 1998 and Human Rights Act 1998 adheres to this as part of our current routine practice.

47 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

Appendix

School Improvement Plan

<http://portlethenacademy.aberdeenshire.sch.uk/wp-content/uploads/2017/09/SQUIP-Priorities.pdf>

Members of Parental Groups

At Portlethen Academy an active Parent Council has been formed to represent Parents and facilitate parental involvement with the school. All parents are encouraged to liaise with the Parent Council.

The current Chair is:

Mr Paul Campbell
17 St Ternans Road
Newtonhill
AB39 3PF

He can be contacted directly or via the school email address.

Stats for attainment etc.

<https://education.gov.scot/parentzone/find-a-school/aberdeenshire/5258030>

School Events Calendar & Holidays**Autumn Term 22 August – 13 October 2017**

| | |
|----------------------|-------------|
| In-service day | Mon 21 Aug |
| Start of Autumn Term | Tues 22 Aug |
| End of Autumn Term | Fri 13 Oct |

Winter Term 30 October – 22 December 2017

| | |
|--------------------------|------------------|
| Beginning of Winter Term | Mon 30 Oct |
| In-service Day | Mon 13 Nov |
| In-service Day | Tue 14 Nov |
| S4/5/6 Parents' Evening | Thur 23 Nov |
| S4/5/6 Parents' Evening | Tue 28 Nov |
| Christmas Concert | Wed 13 Dec |
| School Pantomime | Mon 18 to 20 Dec |
| End of Winter Term | Fri 22 Dec |

Spring Term 8 January – 29 March 2018

| | |
|-------------------------------|----------------------------|
| Beginning of Spring Term | Mon 8 Jan |
| S2 Parents' & Options Evening | Tue 30 Jan |
| S3 Parents' Evening | Tue 6 Feb |
| Occasional Day | Thurs 8 Feb |
| Occasional Day | Fri 9 Feb |
| Aberdeenshire Holiday | Mon 12 Feb |
| In-service Day | Tue 13 Feb |
| In-service Day | Wed 14 Feb |
| Senior Phase Options Info Eve | Thur 15 Feb |
| S1 Parents' Evening | Wed 14 March |
| P7 Parents' Information Eve | Tue 27 March |
| P& Parents' Open Day | Wed 28 th March |
| End of Spring Term | Thur 29 March |

Summer Term 16 Apr – 6 July 2018

| | |
|--------------------------|--------------------------|
| Beginning of Summer Term | Mon 16 Apr |
| Aberdeenshire Holiday | Mon 7 May |
| Work Experience (S3) | Mon 21 May to Fri 25 May |
| Goose Trips (S1 & S2) | Wed 23 May to Fri 25 May |
| Change of Timetable* | Monday 4 June |
| P7 Induction Visits | Mon 20 to Wed 22 June |
| P7 Guidance Night | Tue 21 June |
| End of Summer Term | Fri 6 July |

* At change of timetable year groups move up to next year

Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

Assessment Calendar

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are 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 Portlethen 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 learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include baseline assessment tests, 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.

In the Portlethen Community 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.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through written reports, tracking reports, homework diaries, jotters, and samples of work sent home. There are also opportunities to visit the school for open days, class assemblies and parent interviews.

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. School reports are sent home at key points in the school year. 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 wider achievements outside school on an ongoing basis.

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

Years 1 to 3

In line with Curriculum for Excellence guidelines it is the policy of Portlethen Academy to have continuous assessment in Years 1 - 3 without formal examinations. Assessment will be carried out using a variety of approaches and a range of evidence which will vary from one subject to another but will be much more robust than one-off tests or assessments. This may include project work, practical assessments, homework, folio work, periodic written tests, presentations etc. designed to assess individual progress of the appropriate outcomes and experiences associated with each curricular area. The emphasis will be on what pupils can say, write make or do.

In Years 4 to 6 the assessment techniques depend on the type of course followed, with the introduction of formal examinations in most subjects. The assessment methods for each course are based on the style of assessment demanded by the course examinations.

In our partnership with parents, they are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

Year/termly plan of learning

Please see the *Faculties and Departments* section of the school website for information on the learning within each faculty.

Senior Phase Course Subject Milestones

These are outlines of the key milestones that young people will experience when working through courses in S4-6 and give provide information on topics and assessments.

<http://portlethenacademy.aberdeenshire.sch.uk/parent-area/milestone-documents/>

Pupils should also consider when SQA exams are and the May timetable for all exams can be accessed at <https://www.sqa.org.uk/sqa/41619.html>

Map of catchment area

<http://www.aberdeenshire.gov.uk/local>

Staff Team

| | |
|-----------------------------|---|
| Mr Neil Morrison | Head Teacher |
| Mr Craig Cowie | Depute Head Teacher (Acting) |
| Mrs Lauren Miller | Depute Head Teacher (Maternity Leave to Jan 2018) |
| Mrs Mary O'Brien | Depute Head Teacher |
| Mr Tom Liversedge | Depute Head Teacher (Acting) |
| Ms Patricia Thompson-Wright | Support Services Coordinator (CSN) |

DESIGN & TECHNOLOGY

Mr S. Simpson (PT)
Mr N. Hunter
Miss J. Leonard
Miss R Mason

GUIDANCE

Miss L Allan (PT) Auchlee
Ms H Jones (PT) Cookston
Miss C. Lloyd (PT) Downies
Mrs A-L. MacLeod (PT) Bourtree

SUPPORT FOR LEARNERS

Mrs R. MacKenzie (PT) Acting
Mrs L. Bentley
Ms S. Piper
Mrs S. Sircar
Ms R. Park
Mrs A.-M. Phimister

Dr J Price
Mrs C. Tailford
Mrs A. Townhill

SCIENCE

Mr S. Sweeney (PT Faculty)
Ms J. Day
Mr S. Dempsey
Mr F. Hepburn
Ms J. Jewell (Probationer)
Mr I. Johnston¹
Mr S. King (p/t)
Mr D. Luchoomun
Miss H. Robertson

ENGLISH

Mr D. Craig (PT Faculty)
Ms R. Bircham (Probationer)
Mr T. Deveau
Mrs S. Evans
Mr T. Jennings
Mr R. Turner

HUMANITIES

Mr K. Rinchey (PT Faculty)
Mrs J. Copner²
Mr I. Cunningham
Mrs C. Ferguson (p/t)
Dr G. Hill
Mrs K. Matheson
Mr K. Ross

HEALTH PROMOTION

Mrs C. Baxter (PT Faculty HE)
Ms C. Abbott (Probationer HE))
Mrs L. Wilson (HE)
Mr A. Borowski (PE)
Miss R. Coyle (Probationer PE)
Mr R. Tangney (PE)
Mr M. Will (PE)

INFORMATION TECHNOLOGY

Mrs P. MacLellan (PT Faculty)
Mrs L. Fraser (temp)
Mrs V Ingram
Mr C. Wilson

EXPRESSIVE ARTS

Ms K. Robertson (PT Faculty Music)
Miss H. Dickson (Art)
Ms M. Thomas (Art)
Mrs M. Duncan (Drama)
Ms C. Stewart (Drama)
Ms C. Tait (Music)

MUSIC INSTRUCTORS

Mr M. Brechin (Guitar)
Mrs J. Davidson (Violin/Viola)
Mrs S. Gove (Woodwind)
Mrs M. Kelly (Percussion)
Mr S. Matheson (Cello)
Mr D. Thomson (Piano)
Mr B. Wallace (Brass)

MATHEMATICS

Miss A. MacDonald (Acting PT)
Jobshare
Mrs J. Rinchey (PT Faculty) Jobshare
Mr A. Douglas
Mr K. Emery
Mrs C. Findlay (p/t)
Mrs A. Keir
Mrs A. Swinton

MODERN LANGUAGES

Ms F. Craw (PT Faculty)
Mrs A. Campbell (p/t)
Mrs K. Hunter

¹ Principal Teacher Pupil Development DCT for session 2017/18

² Principal Teacher Pupil Development Aiming Higher for session 2017/18

OFFICE STAFF

Mrs C. Mitchell (Admin Support Officer)
Mrs L. Walker (Admin Assistant)
Mrs D. Liddicott (Admin Support Assistant)
Mrs P. McCombie (Admin Support Assistant)
Mrs K. Montague (Admin Support Assistant)
Mrs C. Murphy (Admin Support Assistant)

NURSING STAFF

Mrs R. McBride (Nurse)
Mrs M. Clark (Nursing Assistant)

TECHNICIAN STAFF

Mrs E. Chesshire (Whole School job share)
Mr E. Gold (Whole School job share)
Mrs L. Hardie (Science Technician job share)
Mrs D. Candy (Science Technician job share)
Mrs R Chatterjee (Technical Assistant)
Mrs S. Fairclough (Technical Assistant)
Mr E. Gold (Technical Assistant p/t)

ICT SUPPORT

Mr B. Black (ICT Support Analyst)
Mr J. Craig (ICT Support Analyst)

LIBRARY RESOURCE CENTRE

Mrs C. Mitchell (Network Librarian)

PUPIL SUPPORT WORKERS

Mrs S. Cooper
Mrs S. Crombie
Mrs D. MacKay (Network)

PUPIL SUPPORT ASSISTANTS

Mrs M. Cairns
Mrs A. Currie
Ms G McKay
Ms A Rivera
Mrs L. Skene
Mrs P. Shearer
Ms A. Webster
