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# 1 Introduction

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Bucksburn Academy is a six-year comprehensive school capable of taking 650 pupils from its catchment area and up to 96 ASN pupils from across Aberdeen City. The new school opened in October 2009.

The school serves an extensive and relatively diverse catchment area which includes Brimmond, Kingswells, and Stoneywood primary schools. Relationships with all our primary schools are excellent and there is a commitment to joint planning which allows all schools in the area to move forward together. This benefits our pupils by allowing consistency and continuity in their education and helps ease the transition from primary to secondary.

The school also operates a very close link with the neighbouring Dyce Academy. This arrangement is designed to offer as wide a range of choices as possible for National Certification in the Senior Phase (S4-S6) in both schools. As a result of joint timetabling, we can offer pupils the range of courses that would normally be available in a much larger school whilst still retaining the many advantages associated with a smaller school.

Relationships and a focus on the individual pupil are strengths of the school. This emphasis ensures high quality pastoral support and an approach to learning and teaching which focuses on individual pupils fulfilling their potential.

The focus on learning and teaching directed towards the individual will always be a priority and the school is committed to strategies which support this aim as well as a clear focus on monitoring the progress of individual pupils.

However, as schools will always be about educating the whole child, we also remain totally committed to all aspects of personal and social development and pupil welfare generally. This is emphasised in the school's Visions and Values, and is reinforced by us working very hard on developing good quality relationships throughout the school.

Establishing an ethos where everyone is valued and respected and where strengths are recognised and encouraged to flourish remains fundamental to our way of operating as we seek to combine traditional qualities with a progressive approach which prepares our pupils for an ever-changing future. We are as ambitious for our pupils as the building is for our local community.



# 2 Vision and Values & School Ethos



In any school community, values are essential for building positive relationships and creating a climate for learning - between pupils, staff, parents, partners and the local community. At Bucksburn Academy, we share a common sense of values - the compass that guides our approaches, relationships, policies and behaviour. We believe these values should underpin every decision that is made in the school.

Our vision is that, by working together, we ensure that all can achieve at the highest level they are capable of.

## Happy, Safe And Secure



### **We all work to create the right environment for learning.**

We consider that we are all learners at Bucksburn Academy and think that we learn best when we feel good about ourselves, feel safe in the school and know that we care about each other.

We have state of the art facilities for learning but recognise that caring about each other will lead to a positive learning environment.

We will encourage a healthy and active lifestyle.

We will see smiling faces, purposeful classrooms, pupils and staff talking and listening to each other, pleasant social areas, good manners, a warm welcome to visitors and confident pupils and staff.

## High Aspirations



### **We believe that we all have the potential to succeed.**

We think that high expectations are important and work hard to raise the aspirations of all our pupils. We will support and challenge each other to raise standards because we don't want second best.

Whether through high performance in national exams at all levels, sporting achievement, participating in the expressive arts, leading the way in technologies, charity work or citizenship, we will value and celebrate all success.

We will see pupils engaged in hard work in classrooms, high quality pupil work on display, staff in each others' learning environments observing each other, awards and recognition of success, high involvement in extra-curricular activities, staff and pupils engaged in discussion about next steps and a high quality dialogue at parents' evenings.

## Inclusion



### **We all work together to make sure we all have an equal opportunity to succeed.**

We believe in the potential for all to succeed regardless of their background and work hard to understand and remove barriers to learning. Meeting the needs of all learners is central to our vision and we will plan learning and transition based on our knowledge of each individual pupil. We will see beyond labels and celebrate the diversity within our school community.

At Bucksburn Academy we are one school.

We will see pupils accessing all areas of the school, pupils engaged in a wide variety of courses that suit their needs, a range of partners in the school to support pupils' learning and development, a high quality buddying system, a joint pupil and parent council, staff across the whole school involved in dialogue with each other about meeting pupil need and a high quality CPD programme centred on learning, teaching and pupils.

## Can Do, Will Do Approaches



### **We are all enterprising, creative and look for solutions.**

We will adopt an enterprising and creative attitude across our school – learning and teaching, the curriculum, how we meet pupil need, how we work together and how we link with the local and wider community. These are the qualities needed to succeed in a rapidly changing world and we work to develop this attitude in our pupils.

At Bucksburn Academy we are an ambitious school.

We will see classrooms with teachers trying a wide variety of approaches to learning and teaching, and pupils succeeding in a wide range of courses. We will see a high number of pupils participating in a range of extra-curricular opportunities within the school and on a national and international level. We will see a range of business and community partners working in partnership with pupils and staff.

## People & Teamwork



### All that we achieve is through teamwork

Effective teamwork will drive the school forward. We believe that, by working together, we will achieve much more and that all should have the opportunity to shape and develop the school. We recognise the challenges we all face but understand that we will be better placed to meet them through working in partnership and developing interpersonal and leadership qualities across the school community.

Without people at its heart, a school is just a building.

We will see people working in teams across the school – action groups, senior management team, departmental teams, support teams and cross curricular teams. We will see clear plans that set out the roles and responsibilities of team members. We will see pupils working as teams as part of a house system, through curricular and extra-curricular activity, as prefects and as a pupil council. We will see review meetings that encourage all our partners to work as team to meet individual pupil need. We will see high quality teamwork between teachers, parents and the parent council.

## Pride & Respect



### We are proud to be part of the Bucksburn Academy community.

All members of the school community will take pride in our school and what it represents. We will look after and respect the building and each other. We will work hard to raise a positive profile of the school. We understand that we all have a responsibility to challenge any behaviour that undermines what we stand for.

At Bucksburn Academy, we take pride in the achievements of our pupils and staff.

We will see litter being put in bins, displays of achievement throughout the school, awards and certificates on display. The building and environments for learning will be well presented. Press coverage will show examples of pupil success. We will hear people talk about the school, pupils and staff in a positive way.

## Promoting Positive Behaviour

We believe that our learners should feel safe, nurtured, achieving, included, respected and responsible and help to develop these qualities in others. There are three main parts to our promoting positive behaviour policy. These are:

- Recognising and rewarding positive behaviour through our points system that rewards pupils for consistent effort and positive attitude
- Dealing with any behaviour issues that may arise in the classroom in a fair and consistent manner
- High expectations of out of class behaviour

The school has a very well embedded system for consistently rewarding pupils who meet school expectations on a period by period basis through the awarding of positive points Pupils receive certificates and rewards at the end of each term based on the points they have gained. Pupils also receive Praise Postcards for particular high quality pieces of work they have produced, representing the school in a positive manner and demonstrating the four capacities of Curriculum for Excellence by showing they are successful learners, confident individuals, effective contributors or responsible citizens. Parents are automatically sent electronic notification or letters when their child has been awarded a praise postcard. Our Promoting Positive Behaviour policy culminates in awards ceremonies at the end of the session –where those who have shown endeavour are formally rewarded for their efforts and which parents are invited to.

The school believes that working in partnership with parents when any behaviour issues arise is key to successful outcomes and employs a number of early warning letters to alert parents to any school concerns. Principal Teachers of Curriculum, Principal Teachers of Pupil Support, Class Teachers (ASN Wing) will also contact parents by telephone or arrange a meeting with parents/carers and pupils should there be more serious concerns, improvement has not been made following written concerns or a parent/carer wishes to discuss a matter in more detail. Should you have any concerns or queries relating to your child in school please do not hesitate to get in touch with the relevant Pupil Support or ASN Wing teacher.

The school has a set of basic rights for learning, classroom expectations and out of class expectations that are shared with pupils on a regular basis.

## Promoting Positive Relationships

The school has an agreed promoting positive relationships policy which was put together by staff, pupils and parents and we are determined to do all we can to tackle any instances of bullying. We stress the need for everyone within the school community to be aware of their responsibilities and this is expanded on with pupils during Personal and Social Education lessons.

Any pupil who is concerned about being bullied or is aware of someone else being a target for bullying is encouraged to report this to a member of staff and, in most cases, this will be their Pupil Support Teacher. Please do not hesitate to contact the school if you have any concerns or become aware of possible instances of bullying.

The full policy can be found on the school website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk)

## 3 Curriculum

Within the Bucksburn Learning Community, 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 continually improving curriculum will be 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 will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore, we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

### The Junior Phase (S1-S3)

The Junior Phase at Bucksburn Academy incorporates S1 – S3 and has a clear purpose – to ensure a strong platform for later learning and for a successful transition to the Senior Phase (S4-S6) and National Qualifications at the appropriate level for each young person. As pupils develop the four capacities the curriculum will enable each young person to:

- Experience learning across a broad curriculum covering languages, mathematics, science, social subjects, expressive arts, technology, health & wellbeing and religious & moral education
- Achieve high levels of literacy, numeracy and health & wellbeing with opportunities to develop these across the curriculum
- Develop skills for learning, skills for life and skills for work
- Experience opportunities for personal development, achievement and leadership
- Experience challenge and success

Pupils are encouraged to adopt an active and healthy lifestyle and to be equipped with the skills needed for planning their future lives and careers.

In the Junior Phase pupils will follow a broad and general education. In S1 and S2 they will study the following courses which are based on the curriculum for excellence experiences and outcomes:

Subject	Curricular Area	Period per week	
		S1	S2
English	Languages and Literacy	4	4
Maths	Mathematics & Numeracy	4	4
Modern Languages	Languages and Literacy	3	2
Science	Sciences	3	3
Geography	Social Subjects	1	1
History	Social Subjects	1	1
Modern Studies	Social Subjects	1	1
Art & Design	Expressive Arts	1	1
Drama	Expressive Arts	1	1
Music	Expressive Arts	1	1
Design & Technology	Technologies	1	1
ICT	Technologies	1	1
Enterprise	Technologies	-	1
Home Economics	Health and Wellbeing	1	1
Physical Education	Health and Wellbeing	2	2
Personal & Social Education	Health and Wellbeing	1	1
Religious, Moral and Philosophical Studies	Religious and Moral Education	1	1

In S3 pupils will continue to follow a broad and general education based around the curriculum for excellence experiences and outcomes and will cover each of the curriculum areas. However, a greater degree of personalisation and choice will be introduced which is shown in the tables below:

<b>All Pupils will study :</b>	
English	3 periods
Maths	3 periods
Modern Languages or Youth Achievement Award	2 periods
PE	2 periods
Personal and Social Education	1 period
Religious, Moral and Philosophical Studies	1 period
Personal & Financial Literacy	1 period

<b>Pupils will choose one from each of the following curricular areas:</b>		
Sciences	Biology, Chemistry, Physics	2 periods
Social Subjects	Geography, History, Modern Studies	2 periods
Technologies	Business Studies, Computing, Engineering & Technological Communication	2 periods
Expressive Arts	Art & Design, Drama, Music, Photography	2 periods
Health & Wellbeing	PE, Home Economics, John Muir Award	2 periods
<b>And 2 other subjects from the above through elective columns</b>		2 periods per column

### The Junior Phase Curriculum in the ASN Wing

The curriculum within the ASN Wing is built around the same curriculum for excellence principles but is closely built around the individual need of each pupil covering experiences and outcomes at early level, level 1 and level 2. Literacy, social subjects and personal and social education are delivered by the class teacher whilst numeracy is delivered in groupings organised according to pupil's ability. Pupils also attend a range of specialist subjects throughout the school that are delivered by subject specialist teachers in the following areas:

- Home Economics
- Art & Design
- Science
- ICT
- Design and Technology
- Music
- French
- Physical Education
- Swimming
- Drama

Pupils also work on the Key Steps Award which covers citizenship, environmental education, personal finance and enterprise. Pupils also elect to participate in a number of activities as part of the enterprise afternoon and health & wellbeing afternoon. The curriculum has a strong outdoor learning focus to promote independence, confidence, leadership and enjoyment of outdoor activity.

### The Senior Phase (S4-S6)

The Senior Phase at Bucksburn Academy has a clear purpose. It is designed to:

- Enable all pupils to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination
- Further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society
- Further develop skills for life, learning and work
- Experience opportunities for personal development, achievement and leadership
- Experience challenge and success
- Encourage a healthy and active lifestyle
- Support planning for future lives, careers and lifelong learning

The Senior Phase covers three years with exit points as appropriate to individual pupil aspiration and plans. In each year of the Senior Phase pupils will study up to 6 subjects or timetabled experiences each year at the appropriate level – Nationals 1 and 2 (ASN Wing), National 3, National 4, National 5, Higher and Advanced Higher. The choice process is structured in such a way as to enable pupils to choose between courses at any level at any stage of the Senior Phase. There are a number of personal achievement and vocational opportunities on offer to pupils such as Duke of Edinburgh, ASDAN, John Muir Awards and Sports Leaders.

The school operates a very successful and established integrated senior phase as part of our consortium with Dyce Academy. Pupils from both schools make subject choices across the two schools which increase the breadth and flexibility of choice for pupils. The timetable is structured so that pupils can be transported between the schools without interrupting learning time.

All pupils have two hours of physical activity as part of their Senior Phase curriculum and the Personal and Social Education programme has a focus on supporting pupils to plan for each stage of the Senior Phase, transition into Further and Higher Education, Careers planning, post school financial education and health and wellbeing.

### The Senior Phase (S4-S6) in the ASN Wing

The Senior Phase within the ASN Wing continues to build on the curriculum for excellence principles and is structured around the individual needs of the pupils. Pupils are presented for a range of courses and units in a number of curriculum areas at National 1, 2 and 3 levels. Core areas such as literacy, numeracy and health and wellbeing continue to be delivered by ASN specialist class teachers but pupils benefit from increasing personalisation and choice through a choice process that allows them to choose from a number of subjects and activities. The emphasis continues to be the development of life skills that will support a successful transition after school with personal development courses such as ASDAN, John Muir Awards, Duke of Edinburgh and Caledonian awards on offer. Again, there is a strong emphasis on outdoor learning and activity, physical activity and residential opportunities.

### Development of Spiritual, Moral, Social and Cultural Values

This school aims, through the teaching of RMPS (Religious, Moral and Philosophical Studies) and a planned programme of activities such as Chaplains' assemblies, to enable pupils to reach a knowledge and understanding of spiritual, moral and cultural values. These values will, in turn, help them to formulate their own beliefs, whilst respecting and accepting the differing values and beliefs of others, without reference of age, gender, race or creed.

### Extra-Curricular Activities

At Bucksburn Academy we believe that the curriculum is the totality of the school experience and there are a high number of out of class activities and experiences that pupils are involved in. These change and are added to all the time but in a typical session include the following:

**Health and Wellbeing:** Football, Netball, Rugby, Cheerleading, Badminton, Activities Week, Inter-house sporting competitions, Table Tennis, Rowing, Fitness

**Expressive Arts:** UK Rock Challenge, Steel Pans Band, Brass Ensemble, Trad Band, Choir, Ukulele Orchestra, Stars In Your Eyes Concert, Summer Concert, Arts and Crafts, Drama Club.

**Technologies:** ROV (Remotely Operated Vehicles) Competition.

**Trips:** The school runs a high number of excursions and outdoor learning experiences either linked to the curriculum or wider school experiences such as Ski Trips, Music London Trip, and the Battlefields Trip.



### Further Information

Further information on the school's approach to Curriculum for Excellence including presentations given to parents as part of Curriculum for Excellence information evenings can be found on the school website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk). More general information on Curriculum for Excellence and the new qualifications can be found by clicking on the hyperlinks below:

The curriculum and curriculum planning:  
[www.educationscotland.gov.uk/thecurriculum/](http://www.educationscotland.gov.uk/thecurriculum/)

The junior phase experiences and outcomes:  
[www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp](http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp)

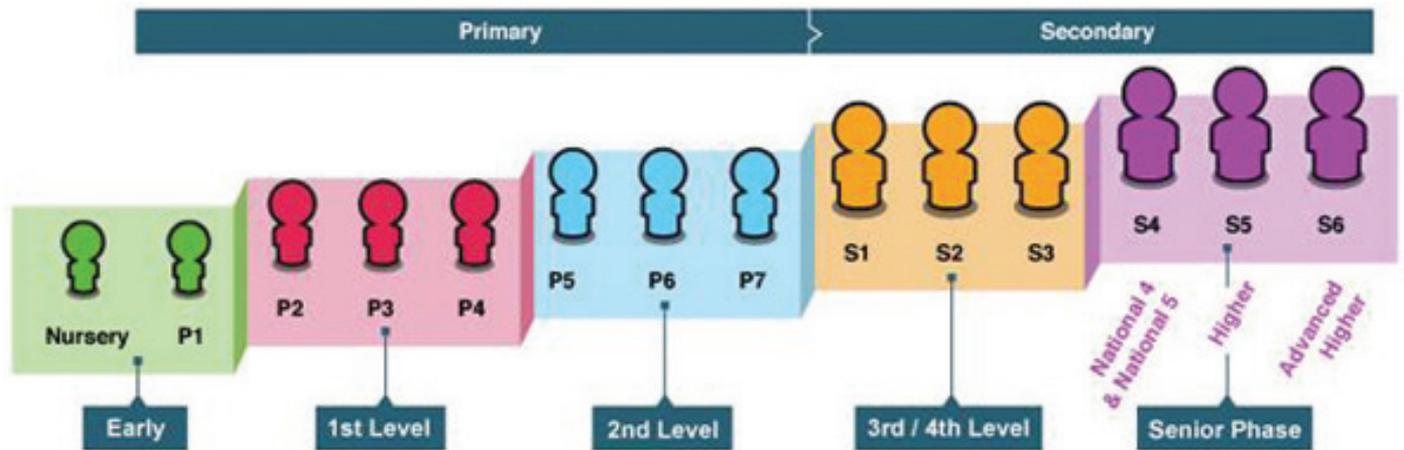
Broad and General Education in the Secondary School – A Guide for Parents & Carers:  
[www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase:  
[www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp](http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp)

Information on skills for learning, life and work:  
[www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp](http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp)

Skills Development Scotland "My World of Work" careers planning tool:  
[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

## 4 Assessment & Reporting



### Assessment and Reporting In The Junior Phase (S1-S3)

By the end of P7 most pupils will have completed the Curriculum for Excellence Level 2 Experiences and Outcomes. During S1-S3 most will be working on the Level 3 Experiences and Outcomes with many moving on to Level 4 in S3.

Pupils move through the Experiences and Outcomes at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through 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 the child or young person is developing. There are four main ways in which pupils will be assessed during the Junior Phase:

- ‘WRITE’ where a pupil may have some written evidence e.g. end of unit assessment
- ‘MAKE’ where a pupil may have created a model or a poster
- ‘SAY’ where a pupil may have presented to the class or some classmates
- ‘DO’ where pupils may act out a scenario or conduct a class vote

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

Throughout the S1-S3 junior phase parents receive 6 reports (2 in S1, 1 in S2 and 3 in S3). These reports indicate the curriculum for excellence level the pupil is working at as well as a progress indicator. These inform parents and carers if their child is working at a standard beyond what we expect for them based on our knowledge of them as an individual learner, if they are on track with their learning and working at a standard we would expect based on our knowledge of them as an individual learner or if they are not on track and working to a standard below what we would expect of them as an individual learner. Teachers also provide next steps comments these reports are normally emailed to parents or carers but paper copies can be sent home on request.

Annual Reports are provided to give an overview of all your child has achieved, the levels they have attained in each curricular area and to identify next steps. Parents and carers are invited to comment on their view of their child’s progress during this process.

In addition, there is one Parents’ Night for each year group and parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

During S3 pupils finalise their Pupil Profile. This document pulls together a pupil’s strengths, achievements both in and outside of school, levels attained by the end of S3 and supports planning for the Senior Phase and beyond.

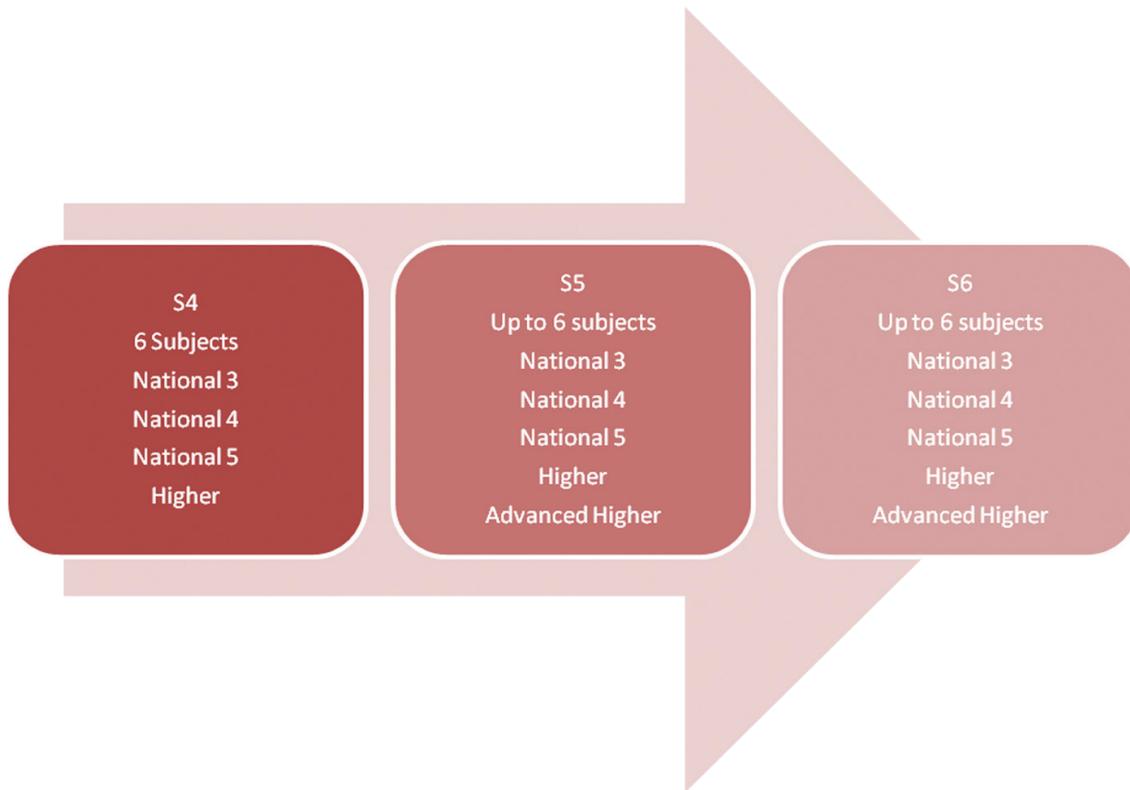
In addition there is a parents’ evening once a session for each year group.

Parents and carers are also encouraged to contact the school at other times throughout the year through their child’s Pupil Support teacher to discuss any aspect of their child’s progress.



**Assessment and Reporting In The Senior Phase (S4-S6)**

In the Senior Phase pupils embark on the National Qualifications which can be summarised in the diagram below:



**Assertive Mentoring and Reporting in the Senior Phase (S4-S6)**

As pupils enter the Senior Phase they are set an aspirational target grade for each subject they are studying. This forms the foundation of the school's Assertive Mentoring approach. At six points throughout the session subject teachers will note whether a pupil is above, on or below their target grade. This is followed up with a meeting between the pupil and their allocated mentor where progress is discussed and targets set. The aspirational grades set for each pupil and progress being made is shared with parents and carers during the session through four "live" reports which also identify next steps in learning. These are normally emailed to parents and carers although paper copies can be requested. In addition there is on parents' evening for each year group during the session. Parents and carers of children studying subjects at Dyce Academy as part of our consortium arrangements receive separate reports from Dyce for the relevant subjects as well as being invited to attend the Dyce Academy Parents' Evening.

Parents and carers are encouraged to contact the school throughout the year through their child's Pupil Support Teacher to discuss any aspect of their child's progress.

**Assessment & Reporting in the ASN Wing**

Within the ASN Wing, there is a regular programme of updates, reports and formal review meetings for every pupil to discuss progress, share targets that are being set and forward plan post school transition. These meetings are attended by parents and carers, teaching staff, educational psychologists and other partner agencies who are working with the pupil and family, such as NHS staff and Social Work.

Assessment is a continuous process which is conducted in a manner to suit the individual needs of the pupils. Parents and carers are encouraged to offer their views on a regular basis through the use of home-school diaries.

There is an annual Parents' Evening which is supplemented by a number of open afternoon parents' events during the session. These allow parents and carers to follow their child for the afternoon to better understand the curriculum they are following, meet and speak to staff on a more informal basis and meet other parents.

**Individual Educational Plans & Child's Plan**

All ASN wing pupils have an Individual Education Plan / Child's Plan which clearly states long term aims. The IEP/ Child's Plan is broken down into short term goals, and objectives. Parents and key professionals are all involved in the planning and reviewing of this plan. Other pupils across the school may also require individual education plans or Child's Plan at some point in their school career.

### **Further National Advice on Assessment & Reporting**

Further information on assessment and reporting can be found on the school's website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk) as well as the following links:

How progress is assessed within Curriculum for Excellence:

[www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp](http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp)

Curriculum for Excellence Fact file – Assessment and Qualifications:

[www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling:

[www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp](http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp)

## **5 Transitions**

### **Transition from Primary to Secondary School**

The transition process from primary school to Bucksburn Academy begins early through a number of curricular links that are made between the school and associated primary schools. These include secondary staff supporting the delivery of learning in the primary schools, particularly within Modern Languages and Music, a joint Summer Concert, and secondary pupil visits to primary classes to deliver science, John Muir Awards and sports.

During P7 pupils spend three days at Bucksburn Academy as part of the transition, taking part in activities to get to know each other and their new school and following their new timetable. During these visits they are supported by pupil buddies who also support them during their first week as S1 pupils. P7 pupils also visit the school as part of curricular projects including an annual Enterprise interdisciplinary event.

There are three Parents' Events for P7 parents and carers. These include a presentation by staff and S1 pupils at each primary school, a tour of the school with visits to Faculties who provide information on the Junior Phase curriculum, and an evening delivered by current pupils who provide an insight into what it is like to be a pupil at Bucksburn Academy including a question and answer session with the Pupil Support Team.

Pupils from the school also visit the P7 classes with the Pupil Support Team to speak to the P7 pupils about what to expect in the new school.

During P7 there are regular meetings between P7 class teachers and the Pupil Support Team to share pupil information and the P7 profile to ensure as smooth a transition as possible. For those pupils who may require additional support to make the transition an individual plan is put in place which will include planning meeting involving parents and partner agencies and additional supported visits to the school.

### **Transition into the ASN Wing**

Placement into the ASN Wing follows the city wide referral process for transition of pupils with additional support needs.

As soon as pupils are offered a place in the ASN Wing an enhanced transition programme is put in place for individual pupils. This will include planning meetings involving parents, pupils, primary school staff, secondary staff and partner agencies who may be supporting the child and family. There will be close liaison between the new class teacher and the primary or secondary school.

A number of transition visits take place gradually building up to pupils spending a number of full days at Bucksburn Academy prior to taking up their places in the new session. This allows pupils to get to know their new classmates and class teaching team in advance.

Parents have an opportunity for individual visits to the school during the referral process as well as a parents' event to meet staff and tour the school once places are confirmed. Parents of new pupils are also invited to the ASN Wing Open Afternoon events to gain a better insight into the curriculum their children will be following and meet other parents with children already at the school.

### **Placing Requests**

For all advice and information on placing requests to the school and for the Aberdeen City Council policy please follow the link below or contact the Schools Placements Team on: 01224 522609

[www.aberdeencity.gov.uk/education\\_learning/schools/sch\\_school\\_placing\\_request.asp](http://www.aberdeencity.gov.uk/education_learning/schools/sch_school_placing_request.asp)

Further information can also be found by clicking on the parents tab of the school website where you will find Aberdeen City Council guidance for parents.

### **Skills Development Scotland**

The Careers Adviser for Bucksburn Academy is Ms Claire Rankine. 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 Adviser though most time is spent with S4/5/6. Pupils may meet the Careers Adviser during class, in a group setting or for a one-to-one interview. The Careers Adviser is available at S2/4/5/6 Parents' Evenings for parents to seek advice on their child's future.

Please contact the Careers Adviser through school or at Skills Development Scotland, 377 Union Street, Aberdeen AB11 6BT. (Telephone 01224 285200)

### Careers Service in the ASN Wing

From age 14 onwards, pupils receive an interview with the Careers Adviser, Ms Claire Rankine.

Parents are invited to this interview at which possible options for a future career are discussed as well as immediate places offering a post-school college placement, if appropriate.

Pupils receive a Careers Action Plan which summarises what was discussed at the Careers Interview.

Many ASN Wing pupils from the ASN Wing attend Aberdeen College during their final year at school, for the Link Course (either Extension or Foundation). The Link Course has 'tasters' of a variety of subjects including computing, retail, motor engineering, catering. Many pupils on leaving school will attend Aberdeen College for 1 or 2 years on the Extension or Foundation Course.

### Skills for Learning, Life and Work

All pupils across the school have an opportunity for at least one work experience placement as part of the school approach to Skills for Learning, Life and Work. We also work with a wide range of employers, further education, higher education and training providers to support our pupils with post school transition.

### Further information

Further information can be found on the school website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk) and by following the links below:

Curriculum for Excellence fact file – 3-18 transitions:

[www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Choices and changes:

[www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp](http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp)

Additional Support for Learning link page:

[www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL](http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL)

Supporting Children's Learning Code of Practice:

[www.scotland.gov.uk/Publications/2011/04/04090720/21](http://www.scotland.gov.uk/Publications/2011/04/04090720/21)

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

- Telephone Helpline: 0845 123 2303
- Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

Parenting Across Scotland:

[www.parentingacrossscotland.org/](http://www.parentingacrossscotland.org/)

Aberdeen City Council Additional Support Needs:

[www.aberdeencity.gov.uk/education\\_learning/schools/scc\\_additional\\_support\\_needs.asp](http://www.aberdeencity.gov.uk/education_learning/schools/scc_additional_support_needs.asp)



## 6 SUPPORT FOR PUPILS

### Pupil Support

Every pupil at Bucksburn Academy should feel happy, safe and able to fulfill their potential. This is a whole-school responsibility and we have a proud tradition of being a supportive and caring school. We will continue to contribute fully to supporting our pupils and have developed an integrated approach to pupil support.



### Pupil Support Team

The Pupil Support Team is headed up by the four Principal Teachers of Pupil Support. They are:

Mrs Z. Birnie	PT Pupil Support for Caledonia House and responsibility for Support for Learning
Mr. F. McLachlan	PT Pupil Support for Scotia House and responsibility for Support for Learning
Ms M. Shewan	PT Pupil Support for Alba House and responsibility for Support for Learning
Mr. G. Ewing	PT Pupil Support for Ecosse House and responsibility for wider achievement

They lead the team of support for learning teachers and pupil support assistants. Every pupil is allocated to one of the Principal Teachers and they are the first point of contact for pupils, parents, staff and partner agencies to discuss progress, share pupil information as appropriate and deal with any issues that may arise. They get to know all of the pupils in their group through delivering the Personal & Social Education Programme to all of their pupils from S1-S6. They provide an important source of support to pupils throughout their school careers.

The Pupil Support Teacher will usually be the first point of contact for parents to discuss pupil progress or if there are any concerns about how well a pupil is doing at school.

### Support for Learning

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

Subject teachers alert the Pupil Support Team of any pupil concerns by completing a referral form identifying the particular needs of the pupil. Support for Learning staff work closely with subject teachers in class and with small groups of identified pupils.

The school follows the Aberdeen City staged intervention procedures for identifying support for learning needs for pupils, level of support required and planning that support. These procedures can be found by following the link below.

Support for learning can take place in a variety of contexts and settings including in class, in small groups or in the school's Pupil Support Centre.

### Pupil Support in the ASN Wing

Within the ASN Wing personal support is provided by the class team of class teacher, pupil support assistants and nursery nurses. They are supported by two Principal Teachers of Additional Support Needs. Overall management of pupil support in the ASN Wing is the responsibility of the Depute Head Teacher, Mr. Thomson. These staff work very closely with the pupils, their parents and the support and partner agencies who are also part of the extended support team for individual pupils.

The class teacher is usually the first point of contact for parents to discuss pupil's progress or if there are any concerns about how well a pupil is doing.

### Child Protection

Given ongoing concern on the subject of child protection and changes in the law, schools are now required to report if they think any child has come to harm as a consequence of child abuse, which includes physical injury, non-organic failure to thrive, emotional abuse/emotional neglect, sexual abuse and physical neglect.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and has been specially trained for this task. If you have any concerns you may also phone Social Work on (01224) 522539 or look up the website [www.nescpc.org.uk](http://www.nescpc.org.uk). Should you wish to talk further about Child Protection and the safety of a child, please feel free to contact the Head Teacher or either of the designated Depute Head Teachers.

### Designated Child Protection officers:

**Mr. A Duncan, Depute Head Teacher**

**Mr. D. Thomson, Depute Head Teacher and Child Protection Officer for the ASN Wing**

Where there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, the Police or the Children's Reporter.

### Further Information on Pupil Support

Further information on pupil support can be found on the school's website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk) as well as the following links: Information on universal entitlement to support:

[www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp](http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp)

Support for pupils with additional support needs:

[www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL](http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL)

Supporting Children's Learning Code of Practice:

[www.scotland.gov.uk/Publications/2011/04/04090720/21](http://www.scotland.gov.uk/Publications/2011/04/04090720/21)

Getting It Right For Every Child:

[www.scotland.gov.uk/Topics/People/Young-People/gettingitright](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

Aberdeen City Council Additional Support Needs Information:

[www.aberdeencity.gov.uk/education\\_learning/schools/scc\\_additional\\_support\\_needs.asp](http://www.aberdeencity.gov.uk/education_learning/schools/scc_additional_support_needs.asp)

## 7 Parental & Carer Involvement

### Contact with Parents and Carers

The school believes that it is important to keep parents and carers fully informed about any specific matters relating to their child's progress, wellbeing and behavior. We may therefore be in contact with you in writing, by phone or in person. We also regularly pass on positive news about your child's progress through our positive points and praise postcard approach. Should you have any concerns or queries relating to your child in school please do not hesitate to get in touch with the relevant Pupil Support Teacher or ASN Wing Class Teacher. We strongly believe that good partnerships between home and school support young people to reach their potential.

### Arrangements for Parents and Carers Regarding Pupil Progress

As detailed throughout the Handbook the school has a number of arrangements in place to provide parents and carers with information on their children's progress. These include:-

- Parents' Evenings
- Course Choice Procedures
- Parent Information Evenings
- Live and Annual Reports
- Assertive Mentoring Letters
- Positive points and Praise Postcard communication
- ASN Wing Open Afternoons
- School Newsletter (termly)
- Individual contact as appropriate

### Communication with Parents & Carers

The school is increasingly using and developing modern technology to communicate more effectively with parents. This includes:-

- Use of Group Call Text Messaging to alert groups of parents to upcoming events or school emergencies
- E-mail communication to notify parents of positive points and praise postcards
- School website as a one stop shop for school information, policies and learning resources for pupils

For this reason please keep the school up to date with any change of e-mail addresses or mobile phone numbers.

### Opportunities for Parental Involvement in the Life of the School

The school has a very active Parent Council who support the school in a number of ways. They meet at least six times a term to discuss areas of interest to parents and the school. They also organise and run a very successful Careers Fair for pupils to support the school's aim of raising aspirations.

Parents, staff and pupils are also part of the Bucksburn Funraisers who organise events including the Christmas Fayre to raise funding to support learning and extra-curricular activities in the school.

The Bucksburn Academy Friends of the ASN Wing also meet regularly to work on fundraising to support the work of the ASN Wing.

We often seek parental representation on school working groups and focus groups to help our work in evaluating how the school is improving and identifying areas for further focus.

Finally, parents and carers are often asked their views on the school through questionnaires.

**Further information on Parental Involvement in the School**

Bucksburn Academy Parent Council Chairperson: Mr. David Pottinger

Friends of Bucksburn Academy ASN Wing Chairperson: Mr. Derek Thomson

Find more information on the work of the Parent Council including schedule of meetings, minutes from all meetings and the Annual Parent Council Report by clicking on the Parents tab on the Bucksburn Academy website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk)

Bucksburn Academy Funraisers are on Facebook.

Aberdeen City Council guidance for parents and carers can be found on the school website by clicking on the Parents tab.

## 8 School Policies and Useful Information

**School Policies**

School policies are published on the school website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk) Here you will find more details about school policies such as the Homework Policy, our Promoting Positive Relationships Policy (Anti-Bullying) and our Mobile Phone Policy etc.

**The School Day**

Bucksburn Academy has undergone a consultation process on the school day and week to ensure period lengths are appropriate for the delivery of effective learning and teaching.

**Monday & Tuesday**

Period	Start	Finish	Duration
Reg	8:29	8:35	6 mins
1	8:35	9:35	60 mins
2	9:35	10:35	60 mins
Break	10:35	10:55	20 mins
3	10:55	11:55	60 mins
4	11:55	12:55	60 mins
ASN Lunch	12:20	13:10	50 mins
Lunch	12:55	13:45	50 mins
5	13:45	14:45	60 mins
6	14:45	15:45	60 mins

**Wednesday, Thursday, Friday**

Period	Start	Finish	Duration
Reg	8:29	8:35	6 mins
1	8:35	9:35	60 mins
2	9:35	10:35	60 mins
Break	10:35	10:55	20 mins
3	10:55	11:55	60 mins
4	11:55	12:55	60 mins
ASN Lunch	12:20	13:10	50 mins
Lunch	12:55	13:45	50 mins
5	13:45	14:45	60 mins

**Attendance**

**What Pupils Need to Know**

**Lateness**

If you are late for the start of school, in the morning, after break times or in the afternoon, you must report to the school office. You will be issued with a late slip to give to your class teacher when you apologise to your teacher and explain to him/her why you are late. If a pattern of latecoming is identified, parents will be informed. Late arrivals to class/school are monitored by the Pupil Support Team.

**Permission for absence from school**

If at all possible you should arrange appointments with the doctor, dentist, etc outwith the school day. However, when this is not possible please inform the school in writing prior to the appointment and hand the note in to the School Office.

**If you are absent**

Your parents or carers should contact the school on the day of absence either by telephone or email to [bucksburnacademy@aberdeencity.gov.uk](mailto:bucksburnacademy@aberdeencity.gov.uk) to inform the school that you will be absent. If this is not possible, please bring a note from your parents/carers on your return to explain the reason for your absence and hand it in to the School Office. Unexplained absences will be referred to the Pupil Support Team. Pupils are expected to come to school on time and to attend classes regularly.

**If you feel ill**

Tell your class teacher and ask permission to report to the school office. If appropriate office staff will arrange for you be collected from school. If you feel ill at any other time during the school day you should report to any member of staff or the school office.

## What Parents Need to Know

The maintenance of an accurate register of attendance is supported by:

- A daily registration period before classes begin in the morning
- Class registers completed at the beginning of each lesson
- Absences - If your child is unable to attend school please ensure that you contact the school on the day of absence by telephone and leave details on the messaging system informing the school that your child will be absent and the reason for absence
- The school will organise work at home, wherever possible, for a pupil who is likely to be absent for a prolonged period due to illness
- If a pupil records an unexplained absence, we feel that it is important that this is followed up and the school will make contact with you if requests to pupils for notes explaining absences are not successful

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

If no reason for absence has been received, an 'ATT1' letter is sent to the parent/carer to request written explanation for absence(s). If no reply is received and/or there is no improvement in attendance, the prescribed procedures are followed through. The Home/School Liaison Officer, the Education Department and the Reporter to the Children's Panel may all have to become involved.

## Bucksburn Academy Dress Code

Pupils at Bucksburn Academy are expected to wear items of Dress Code to school.

The most important factor in the Bucksburn Academy Dress Code is that pupils clearly identify with the school and wear items of clothing which demonstrate this identity. The sense is that pupils should be able to retain their individuality within a broad range of options. Pupils, Parents and Staff were involved in choosing the current dress code and continue to be involved through evaluation.

### S1-3

- Black Trousers / Skirt / Leggings
- No Jeans, No Jeggings, No Tracksuits
- Consideration will be given to the specific needs of ASN pupils
- Black Footwear
- Black Shoes or 'All-Black' Trainers,
- White / Black Polo Shirt with Logo, White / Black Long Sleeved Tee.
- Black Round , V-Neck or Hooded Sweatshirt, with Logo
- Optional Jacket
- (for Physical Education) Bucksburn Academy t-shirt in house colours



### S4-6

- Black Trousers / Skirt / Leggings
- No Jeans, No Jeggings, No Tracksuits
- Consideration will be given to the specific needs of ASN pupils
- Black Footwear
- Black Shoes or 'All-Black' Trainers,
- Plain white or black shirt or blouse
- School Tie
- Black Blazer with Logo and / or Hooded Sweatshirt with Logo
- V neck senior jumper with tie
- Optional Jacket



## Suppliers

Supplier details will be maintained and updated through the Bucksburn Academy School Website ([www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk)).

### John Lewis

Address: George Street, Aberdeen, AB25 1BW

Web: <http://www.johnlewis.com/Baby+and+Child/Uniform+By+School/Category.aspx>

*\*\* Parents will be able to purchase Polo Shirts, Crew / V-Neck / Hooded Sweatshirts and senior school Blazer Badges from John Lewis. However, the ladies long sleeved fitted t-shirts must be purchased from our other supplier.\*\**

### The Uniform Company

Address: 10 Buckie Close, Bridge of Don, Aberdeen.

Tel: 07789 070239

Email: [helentreliving@postmaster.co.uk](mailto:helentreliving@postmaster.co.uk)

### Bridge Industrial Supplies

Address: Unit 1, Bond Building, Howe Moss Drive, Dyce, Aberdeen

Tel: 01224 771123

Email: [sales@bridgeind.co.uk](mailto:sales@bridgeind.co.uk)

Web: [www.bridgeindustrial.co.uk](http://www.bridgeindustrial.co.uk)

## Transport

Transport is presently provided for all pupils who live within the catchment area of associated primary schools outwith a three mile radius of the Academy.

Pupils transferring to Bucksburn Academy who are eligible for transport should apply on the Mainstream Transport Application form in the Admission Pack received from school, for a contract pass, which will then be posted to their home address in time for the first day of the session.

All contract buses taking pupils to and from school operate subject to the normal Public Service regulations for stage carriage vehicles. This means that any pupil who misbehaves may be required to leave the bus at any point on its route and the company may subsequently refuse such a pupil entry to their buses by retaining the bus pass.

There is a shuttle service for pupils exchanging between Dyce and Bucksburn Academies for lessons.

## Transport for pupils with Additional Support Needs

Transport is provided for most pupils. This is by bus, minibus or taxi, which collect and deliver children between home and school. Some pupils use public transport with a bus pass.

Except in individual cases, there is an escort for each vehicle, who is responsible for the safety and behaviour of the children whilst travelling.

**Parents should contact escorts directly if their child is absent or is to resume school after absence.**

### Please Note

- 1 Escorts cannot get off the bus, and parents must be there to supervise/receive their children.
- 2 Arrangements cannot be made to deliver/collect children to different addresses except in cases of emergency.
- 3 Some older responsible children may travel independently, if this is agreed between home and school. They will then qualify for a free bus pass.
- 4 Responsibility for transport entitlement arrangements lies with the Public Transport Unit and NOT the school.
- 5 As transport is instructed to wait for only 5 minutes at the home address, please ensure your child is ready to be picked up.

## A Health Promoting School

Bucksburn Academy is totally committed to becoming a Health-Promoting School and to developing healthy lifestyles for all. As part of this ambition, we aim to develop confident individuals who have the appropriate skills required to pursue and develop health promoting attitudes and active lifestyles. Specifically, we are currently aiming to deliver an even more effective Personal, Social and Health Education (PSHE) programme for each and every pupil at Bucksburn Academy.

## Physical Education

As a first step in developing good habits and to maximise participation with their class, every pupil should always carry their PE kit for every lesson. Negotiation with the teacher will determine what kit should be worn on the day. If your daughter/son is fit enough to attend school, but may be suffering from a short-term injury/ailment, she/he will still require her/his PE kit and parents will be expected to provide a note of explanation. In these circumstances some involvement should be possible. For example, pupils coming to PE may not be practically involved all the time. However, relevant work in pairs or small groups could include observation of work, analysing performance against a check list before providing feedback to one another, refereeing, time-keeping and recording which are all seen as being part of the physical education process and help keep the pupil who is unable to participate in physical activity involved in taking part in the class. Long term non-participation in PE, ie more than two weeks, will require medical confirmation/certification in a note from home. If your daughter/son has a long-term injury/ailment, the teacher will discuss this with their pupil support teacher and a suitable alternative arrangement will be made.

Classes at PE work in a variety of situations inside and out often determined at the last minute by the weather. Pupils have to be prepared for all activities, with the appropriate PE kit. Pupils are expected to bring a PE kit which should be comfortable, safe to wear and appropriate for the activity. In the interests of personal hygiene, pupils should take body wipes, or, if they prefer, bring a towel with them for showering. As the weather turns colder, a track suit/sweat top can come in handy. Outdoor shoes or black soled (marking) trainers are NOT allowed on the floor surfaces.

Regular exercise and a fit and healthy lifestyle are so important in this day and age. Help us to develop good habits in our youngsters to take regular exercise.

**The PE department advises pupils not to take valuables to school on the days they have PE or to place their valuables in their lockers. Valuables should be handed over at the start of the lesson. However, mobile phones, iPods, MP3 players etc will not be accepted. Pupils are advised not to take such expensive pieces of equipment to school on the days they have PE. The school cannot be held liable for any loss or damage to equipment that is handed in.**



## Health Promotion in the ASN Wing

Within the Health Promoting scheme, the ASN Wing will offer:

- A Breakfast Club
- A Healthy Snack Bar
- Playground Games
- Encourage brushing of teeth after lunch
- Healthy Cooking
- Health Education – drugs, smoking, sex & relationships education as appropriate
- A PSE programme

### Medical

The school is fortunate to have a very experienced nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. A doctor from Child and Family Health visits the school for medical appointments.

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 youngster to be sent home during school hours because of illness.

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.

Due to regulations set by the Health and Safety Executive relating to the issuing of non-prescribed medicines in schools, we are advised by the Education Department that we are unable to give pupils medicines such as paracetamol and Strepsils and to use creams such as Savlon on cuts. We shall, of course, continue to do what we can for pupils who become ill during the day. Our normal course of action is to contact parents if a young person is too ill to stay in class, so that they can be taken home and referred to a doctor if necessary. In emergencies, of course, we take whatever action we can, given the circumstances, to ensure that a youngster receives help and treatment.

Sometimes we have to deal with pupils who were ill before coming to school. We would ask that you ensure that your child does not come to school if he/she is unwell. It will also be of help to us if you can ensure that the school has the telephone number of an emergency contact should you not be at home if there is any medical or other emergency.

## Emergency Contact Procedures

### Pupil Illness

In the event of a child becoming unwell, the parents/carers will be contacted and, if unavailable, the emergency contact will be used. Parents are requested to keep the contact numbers up to date throughout the year, always informing the school of any changes.

### Healthcare in the ASN Wing

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 the home-school diary. 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-type symptoms or is clearly unwell.

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

The school doctor will play a vital role in monitoring a child's health and wellbeing.

Many children have respite care breaks which are organised through care management or social work. Parents are asked to advise the school of specific dates. Social Work has responsibility for all respite care and transport arrangements.

The School Doctor sees every child once a year for a medical examination. Parents are invited to attend this appointment.

The Community Medical Officer (CMO) attends initial medical examinations and is available for consultation on request.

### **Emergency School Closure**

In emergency situations including bad weather, it may be necessary for the school not to open or to close the school early. If bad weather threatens to disrupt the school, or school transport, please phone our "Schools Information Line" on **0870 054 1999 (Pin Number 011010)** for an update on arrangements in school that day or visit the website at [aberdeencity.gov.uk/closures](http://aberdeencity.gov.uk/closures).

### **Storm Addresses**

When there has been a 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 parent's responsibility to inform the school about any pupils who may be at risk in such circumstances and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

Children who spend the night locally because snow conditions have prevented their return journey must report to school on the following day before making any attempt to set out for home.

### **Parents are advised that, if school transport is not running, pupils should stay at home.**

We have to emphasise that any pupil brought into school by car in such conditions cannot be guaranteed transport home, and this becomes the responsibility of the parent.

### **Emergency Closure During The School Day**

Occasionally when weather conditions deteriorate during the school day transport may have to take pupils home early. In this instance pupils in the ASN Wing require an emergency address (as close to your own home as possible) as a safeguard.

### **Changes of Address and Parental Contact Details**

To enable us to make easy contact with parents, the school would appreciate if any change 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.

### **Communication - ASN Wing**

Keeping in touch and passing on information is essential both from home and school.

The first line of contact is usually the School Administrator or office support staff who are the friendly voices at the end of the phone, and are always there to advise or refer on to someone else.

- 1 Non-confidential information notes, or items such as mixtures, medicines etc, should be entrusted to the bus escorts, who will convey them to school.
- 2 Please let us know if your child is absent, has a medical appointment, or is going on holiday, and to ensure that her/his escort is also aware of these arrangements.
- 3 Some non-communicating children may have home/school notebooks, but it is advisable to check younger children's schoolbags for notes etc, as we try to keep parents informed of school closures, social events etc.

### **Clothing Grants**

The Authority, can in some circumstances, make a grant towards the costs of clothing and footwear for school pupils to those in receipt of certain Benefits. For pupils of statutory school age the grant is paid directly to parents and for pupils over statutory school age the grant is paid directly to the student.

Eligibility criteria are reviewed annually to take account of changes to the Benefit System.

In cases of financial hardship, the school has funds set aside for the purchase of items of Dress Code. This service is entirely confidential.

### **Library**

Pupils benefit from an outstanding integrated school and public library which allows for access during and beyond the school day. There is extensive choice of fiction and non-fiction across the whole library and pupils will often use the facility for project work and research as well as recreational use. The Library is equipped with the latest ICT, allowing access to a wide range of online and networked resources.

### **School Equipment**

All pupils are expected to have a bag for equipment, books and PE kit. They should also bring a pencil case with the standard equipment. We strongly recommend that pupils have a calculator and these can be purchased from the Maths department if so desired.

### **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 EMAs is available from the School Office, or from the Aberdeen City Council website [www.aberdeencity.gov.uk](http://www.aberdeencity.gov.uk)

## Insurance

*Pupils are not insured against accidental injury or damage to personal property.*

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

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

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



## Complaints Procedures - Scottish Public Services Ombudsman

Under the Scottish Public Services Ombudsman Act 2002 members of the public have the right to complain to the Public Services Ombudsman about services that they receive from public bodies, including local authorities.

The Ombudsman has the power to investigate complaints against Aberdeen City Council in relation to maladministration and service failure.

The Ombudsman does not have the power to investigate professional education matters ie the giving of instruction, conduct, curriculum or discipline in any educational establishment under the management of Aberdeen City Council.

The Ombudsman may investigate matters only where there is a claim that a member of the public has sustained injustice or hardship as a consequence of maladministration, service failure or other action as appropriate.

**Time Limit:** A complaint must be submitted within 12 months after the day in which the person aggrieved first had notice of the matter complained of, unless the Ombudsman is satisfied that there are special circumstances which make it appropriate to consider a complaint out with that period.

**Contacting The Ombudsman:** Members of the public may contact the Ombudsman directly. Individuals may also give written authorisation to a representative to act on their behalf eg MSP or local councillor.

Complaints should normally be made in writing to:

Public Services Ombudsman  
23 Walker Street  
EDINBURGH  
EH3 7XX  
Tel: 0870 011 5378  
Fax: 0870 011 5379  
Email: [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk)

If you have a concern or complaint, please contact the school.



## Staff

At Bucksburn Academy, our Senior Management Team comprises:

<b>Mr Kas Mohamed</b>	Head Teacher
<b>Mr Alex Duncan</b>	Depute Head Teacher (S5-S6 Year Head)
<b>Mr Mark Jones</b>	Depute Head Teacher (S3-S4 Year Head)
<b>Mr Alistair Dixon</b>	Depute Head Teacher (S1-S2 Year Head)
<b>Mr Derek Thomson</b>	Depute Head Teacher (ASN Wing)
<b>Mrs Aileen Walker</b>	School Supports Services Manager

We have the following Faculties and Subject Areas:

Faculty	Principal Teacher	Subject Areas
Languages and Literacy	Mrs J Gray	English Modern Languages
Science and Numeracy	Mr K Simpson	Maths Sciences (Biology, Chemistry and Physics)
Humanities and Citizenship	Mrs F. Stephen Mr T. Simpson (Job Share)	Geography History Modern Studies Religious, Moral and Philosophical Studies
Health and Nutrition	Mrs C Duncan	Physical Education Home Economics
Technologies and Enterprise	Ms M Simpson	Business Studies Computing Studies Design and Technology
Expressive and Performing Arts	Ms T Milne	Art and Design Drama Music
Additional Support Needs Wing	Mr D Thomson (DHT) Mrs J. Mills (PT) Mr L. Williams (PT)	
Pupil Support Team	Mrs Z Birnie Mr F McLachlan Ms M Shewan Mr G. Ewing	Personal and Social Education

The following teams provide support for pupils and are based in the school:

- The Pupil Support team
- Pupil Support Assistants
- Nursery Nurses
- The Pupil Support Centre team (Support for Learning & Behaviour Support)

Other teachers and partners that may work with some or all of our pupils include:

- Catering staff
- Admin staff
- Careers Adviser (Skills Development Scotland)
- Escorts
- Caretaker and cleaning staff
- Librarians
- Music Instructors
- School Nurse
- Occupational Therapists
- Physiotherapists
- School Doctor
- Educational Psychologist
- Speech & Language Therapists
- Swimming Instructor
- Technical Support Team
- Community Learning & Development Team



## School Improvement

As a school we are committed to raising standards for our young people. Whether that be using data in an informed way to target and bring about improvement or ensuring all our pupils have a breadth of experience to develop as well rounded individuals, we have high aspirations for all of our pupils in terms of attainment and achievement. The sensitive and sensible use of data is a significant aspect of our drive towards continuous improvement.

Each year the school publishes its Standards and Quality Report which outlines the main achievements of the school during the school session, how the school has been working to improve standards and sets out improvement planning priorities for the next session.

The school is very proud of the success of its pupils in a wide range of local, national and international competitions and events as well as the breadth of opportunities we offer pupils as part of their curriculum. Many of these successes are captured in the school newsletter as well as the Bucksburn and Kingswells Community newsletters.

The school website is regularly updated to showcase the wide range of learning our pupils are involved in.

You can find the Standards & Quality Reports, School Newsletters and much more at the school website at [www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk)

### School Performance in National Examinations (last 3 years)

The tables below show trends and information on how the school is performing at different levels within the Scottish Credit and Qualifications Framework. The tables do not include pupils from the ASN Wing who achieve qualifications and unit passes at levels appropriate to their individual needs. A table of ASN achievement at SQA Units and awards is also included.

<b>Scottish Credit and Qualifications Framework (SCQF) Levels</b>	
Level 7	Advanced Higher at grades A-C
Level 6	Higher at grades A-C
Level 5	National 5 Skills for Work
Level 4	National 4 passes
Level 3	National 3 passes
Level 2	National 2
Level 1	National 1

### National 4 and National 5 S4 Whole School Summary

Measure	2013-14		2014-15	
	No.	% of S4 roll	No.	% of S4 roll
5 or more N5 passes at A	15	14%	27	24.8%
5 or more N5 passes at A-B	34	31.8%	42	38.5%
5 or more N5 passes at A-C	44	41%	58	53.2%
5 or more N5 passes at A-D	47	43.9%	61	56%
5 or more N4 passes or better	90	84.1%	99	90%
5 or more N3 passes or better	91	85%	102	92.7%

### National 5 Whole School Attainment Summary - S4

Measure	2013-14		2014-15	
	No.	% of S4 roll	No.	% of S4 roll
Higher & 5 N5 passes	1	0.9%	0	0
7 N5 passes	2	1.8%	0	0
6 N5 passes or better	34	31.8%	42	38.5%
5 N5 passes or better	44	41.1%	59	54.1%
4 N5 passes or better	55	51.4%	67	61.5%
3 N5 passes or better	65	60.7%	74	67.9%
2 N5 passes or better	76	71%	84	77.1%
1 N5 pass or better	91	85%	96	88.1%

### Awards by end of S4 (7 year trend)

	Percentage							
	2008	2009	2010	2011	2012	2013	2014	2015
1+ level 6	1	0	1	0	0	0	0.9	0
5+ level 5	24	20	25	29	25	46	41	54
5+ level 4	61	62	62	78	87	90	84.1	90
5+ level 3	89	86	85	89	96	94	85	92.7

### S5 & S6 Awards 2015

Measure	S5 (% of pupils)	S6 (% of pupils)
1 Advanced Higher or better	0	30
5 Highers or better	26	49
3 Highers or better	62	81
1 Higher or better	93	95

### Bucksburn Academy ASN Wing SQA Unit achievement 2015

Cohort	No. of pupils	N1 units	N2 units	N3 units	N2 Course Award	N3 Course Award	N5 Course Award
S4	16	8	47	7			
S5	19	9	37	32	4	8	1
S6	12	0	66	77	7	4	

Pupils from across the school also achieve success in a high number of alternative qualifications such as ASDAN, Youth Achievement Awards, Duke of Edinburgh, Sports Leaders Awards, John Muir Awards and Caledonian Awards.

### Further Information on School Improvement

Much more information on the progress the school is making including the Standards and Quality Report, School Improvement priorities and school newsletters can be found at:

[www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk)

Inspection reports:

[www.educationscotland.gov.uk/](http://www.educationscotland.gov.uk/)

Scottish Credit and Qualifications Framework:

[www.scqf.org.uk](http://www.scqf.org.uk)

Scottish Qualifications Authority (SQA) information for teachers, pupils, parents and employers on qualifications:

[www.sqa.org.uk](http://www.sqa.org.uk)

Amazing Things – information about youth awards in Scotland:

[www.awardsnetwork.org/index.php](http://www.awardsnetwork.org/index.php)



# Notes