



Lochside Academy

School Handbook

2023/24

Contents

Section 1	INTRODUCTION TO LOCHSIDE ACADEMY
1.1	School contact details
1.2	Welcome from Head Teacher
1.3	Message from School Captains
1.4	Senior Leadership Team
1.5	Our School Vision and Values
1.6	School History and Development
1.7	The School's Catchment Area
1.8	School Roll
1.9	School Day
1.10	School Uniform
1.11	School Accommodation and resources
1.12	School Events Calendar and Holiday Pattern
Section 2	ADMINISTRATION
2.1	Medical arrangements
2.2	Adverse weather arrangements
2.3	Accord Card and school lunches
2.4	Enrolment, transferring to other schools and leaving school
2.5	Transport to school
2.6	School pupils' insurance and personal property
Section 3	ETHOS
3.1	Attendance and absence notification
3.2	Promoting Positive Relationships
3.3	School captains, House captains and prefects
3.4	Celebrating Achievement and Annual Awards Ceremony
Section 4	THE CURRICULUM
4.1	Curriculum model for S1 – S6
4.2	Religious, Social, Health and Careers Education
4.3	Music instrumental tuition
4.4	Extra-curricular activities
Section 5	LEARNING, TEACHING AND ASSESSMENT
5.1	Tracking and monitoring
5.2	Reporting to parents
5.3	Learning, Teaching and Assessment
Section 6	SUPPORT FOR YOUNG PEOPLE
6.1	Getting it Right for Every Child (GIRFEC)
6.2	The Named Person
6.3	Pupil Support Structure
6.4	Targeted Support
6.5	Education Psychology Service
6.6	The Child's Plan
6.7	Safeguarding and Child Protection

6.8 Anti-Bullying

Section 7	PARENTAL ENGAGEMENT
7.1	Parent Council and working with you as parents
7.2	Communication
7.3	Learning at home

Section 8	PARTNERSHIPS
8.1	Youth Work Team in schools
8.2	Chaplaincy Team
8.3	Business Partnerships

Section 9	YOUR SCHOOL STAFF TEAM
9.1	Staffing Policies and Brief Job Descriptions
9.2	Staff List

Section 10	USEFUL INFORMATION & CONTACTS
10.1	Parental financial support guidance
10.2	Free School Meals entitlement
10.3	Clothing grants
10.4	Education Maintenance Allowance (EMAs)
10.5	National Education Contacts

Section 1: Introduction to Lochside Academy

1.1 School contact details for Lochside Academy

Head Teacher: Mr Justin Noon

Address: Wellington Circle, Altens, Aberdeen, AB12 3JG

Telephone Number: 01224 241720

Website: www.lochside.aberdeen.sch.uk

Email Address : LochsideAcademy@aberdeencity.gov.uk

School Facebook: @lochsideaca

School Twitter: @lochsideaca

Parent Council: <https://lochside.aberdeen.sch.uk/parent-area/parent-council/>

Denominational Status: Lochside Academy is a non-denominational school.

Present Roll: 1209

The school does not teach by means of the **Gaelic Language**.

Lochside Academy is an Aberdeen City Council **co-educational** school providing education for both boys and girls.

Quality Improvement Manager: Mr Mark Jones

Local Authority address:

Aberdeen City Council, Marischal College, Broad Street, Aberdeen, AB10 1AB
Tel: 0300 020 0292

Chief Education Officer contact details:

Mrs Shona Milne
Aberdeen City Council, Marischal College, Broad Street, Aberdeen, AB10 1AB

Please note – in terms of this publication the term “Parent” includes guardian and any person who is liable to maintain **or** has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to or has care of a child or young person.

Please note that whilst all information within this booklet is correct at the time of printing, it is likely that some items may change during the course of the year.

1.2 Welcome from Head Teacher

Dear Parent / Carer,

Our overall aim at Lochside Academy is to inspire a culture of continuous improvement. If every young person, member of staff and parent works together and aspires to be better today than yesterday and even better tomorrow, there is no limit to what we can achieve. This is embodied in our school Vision ASPIRE: We Will Succeed.

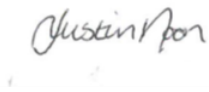
I hope that our partnership over the coming years will be productive and positive and that your child will significantly benefit from their time here. Both the school and parents have a very important role in education. The school handbook explains what you can expect of the school and also indicates what the school may expect of you in the way of partnership, help and support.

Our School Handbook is designed to inform parents of as many aspects of life at Lochside Academy as we can and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012'.

We hope you find our handbook is clear and informative. Please feel free to contact us with any suggestions for improvements.

I look forward to working with you.

Yours faithfully



Justin Noon
Head Teacher

1.3 Message from School Captains

Welcome to Lochside Academy, a school which endeavours to ensure its students are successful learners, confident individuals, responsible citizens and effective contributors. Our role as School Captains as well as Vice School Captains is to represent the thoughts and opinions of the 1200+ students of Lochside, we do this by liaising with teachers and Senior Leadership to voice your ideas and concerns.

We also lead a large team of senior prefects who help to run activities and act as friendly faces to make sure the school runs as smoothly as possible. It is important to us that the environment you'll be spending the next four to six years learning in will be an enjoyable & comfortable start to your higher academic journey. With a fantastic modern building and the best facilities available we are fortunate to have the ability to offer a range of activities outside of class time learning.

As School Captains we hope to support students on their journey to success in whatever form we can, so if you have any questions or ideas for us, please do not hesitate to speak to us.

We hope this handbook has told you more about our fantastic school and the opportunities within, we know you'll enjoy your time here and we look forward to hearing from you. See you around!








1.4 Senior Leadership Team


Head Teacher:

	Mr Justin Noon
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Depute Head Teachers:

	Mr Mike Will
	Mr Colin McKenzie
	Mrs Joanne Campbell
	Ms Susanne Henderson
	Miss Jennifer McWilliam

School Support Service Manager:

	Ms Sarah Milne
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1.5 School Vision & Values

Lochside Academy Vision and Values

The graphic features the Lochside Academy logo at the top left. The main title is "Our School Vision & Values to inspire a culture of continuous improvement". Below this, a grey box on the left contains "Our Vision what our school does". To the right, the word "ASPIRE" is written in large red letters, with a black arrow pointing upwards and to the right, containing the text "We Will Succeed". The letters of "ASPIRE" are filled with the school's core values: Ambition, Support, Perseverance, Integrity, Respect, and Equality. Below this, a red rounded rectangle contains six white boxes, each with a core value: Ambition, Support, Perseverance, Integrity, Respect, and Equality. At the bottom left is the Lochside Academy logo, and at the bottom right is the text "Lochside Academy ASPIRE: We Will Succeed".

The Associated School Group (ASG) is made up of Lochside Academy and 6 associated primary schools; Abbotswell, Charleston, Greyhope, Kirkhill, Loirston and Tullos. Our collective vision is “Improving Together”.

Lochside ASG – “Improving Together”

- Ambitious in Literacy and Numeracy
- Supporting Health & Wellbeing
- Aspiring to reach Positive Destinations for all (Skills/ WOW)



1.6 School History and Development

Lochside Academy opened to pupils on Thursday 23rd August 2018 following the closure of Kincorth Academy and Torry Academy in July 2018.

The school was designed as a modern, stimulating learning environment, making maximum use of the external light and views, as well as supporting internal visibility and interaction. The building is much more appropriate for 21st Century education and it will support a greater degree of openness, interaction, sharing and mobility.

1.7 School's Catchment Area

Lochside Academy services the areas of Cove, Kincorth and Torry with pupils being drawn from the associated primary schools in the catchment area. They are Abbotswell, Charleston, Kirkhill, Loirston, Tullos and Greyhope.

Under the 'Parents Charter', parents living out with the official catchment area may make application to Aberdeen City for admission of their children to Lochside Academy. Transport arrangements for such pupils are the responsibility of the parents. Applications for places are processed in accordance with a list of priorities published by Aberdeen City Council and available to all parents seeking to enrol their children.

The Education Authority continually reviews school zones and from time-to-time amendments are made.

1.8 School Roll

September 23	TOTAL
S1	218
S2	251
S3	219
S4	239
S5	138
S6	76
Total	1141

1.9 School Day

	Registration	Period 1	Period 2	Interval	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
Monday	8.35 - 8.45	8.45 - 9.35	9.35 - 10.25	10.25 - 10.45	10.45 - 11.35	11.35 - 12.25	12.25 - 1.15	1.15 - 2.05	2.05 - 2.55	2.55 - 3.45
Tuesday	8.35 - 8.45	8.45 - 9.35	9.35 - 10.25	10.25 - 10.45	10.45 - 11.35	11.35 - 12.25	12.25 - 1.15	1.15 - 2.05	2.05 - 2.55	2.55 - 3.45
Wednesday	8.35 - 8.45	8.45 - 9.35	9.35 - 10.25	10.25 - 10.45	10.45 - 11.35	11.35 - 12.25	Lunch 12.25 - 1.15	Period 5 1.15 - 2.05	Period 6 2.05 - 2.55	
Thursday	8.35 - 8.45	8.45 - 9.35	9.35 - 10.25	10.25 - 10.45	10.45 - 11.35	11.35 - 12.25	12.25 - 1.15	1.15 - 2.05	2.05 - 2.55	
Friday	8.35 - 8.45	8.45 - 9.35	9.35 - 10.25	10.25 - 10.45	10.45 - 11.35	11.35 - 12.25	12.25 - 1.15	1.15 - 2.05	2.05 - 2.55	

1.10 School Uniform

The school is proud of its uniform and all pupils are expected to wear it (as detailed below), when attending school or representing the school elsewhere. All our pupils are expected to wear the uniform and the co-operation of parents in this matter is greatly appreciated.

Most of the items of school uniform can be obtained in the main clothing stores in the city. The blazer sweatshirt and polo-shirt with school badge are available only from PomPrint Designs Ltd. Orders can be ordered directly at www.pomprintdesigns.com. The school tie and school badge can be purchased from the school office.

S1-S4:

- Any footwear
- Black skirt or black trousers
- A white polo shirt with or without school badge or a white formal shirt.
- A black school sweatshirt with the school badge and/or a black school blazer (the blazer is optional for S1-S4)
- A school tie is optional for S1-S4

S5-S6 School Uniform:

- Any footwear
- A black skirt or black trousers
- A white polo shirt with or without school badge or a white or black formal shirt.
- A black blazer with badge
- A school tie
- A black school sweatshirt, plain black V neck jumper or plain black cardigan can be worn under the blazer

School bag: All pupils will be expected to have a school bag with them at all times.

1.11 School Accommodation and resources

Lochside Academy is a three-story building with each wing/floor being colour coordinated to make it easier for pupils, staff and visitors to find their way around.

The school has been built to a high specification and installed with the latest equipment.

This includes:

- Smartboards in each classroom for teaching purposes.
- Two open access computer suites, built on a split level which can accommodate up to 80 pupils
- A further three open plan rooms and a stand-alone classroom equipped with high specification computers
- Chrome books for pupil use in classrooms
- Wireless wi-fi connectivity throughout the school
- Recording Studio
- Two drama studios
- Nine Science laboratories fitted with the most up to date equipment
- Tutorial rooms for teaching small groups of pupils
- Breakout areas throughout the school
- Library
- Three Home Economic rooms, two of which are fitted with equipment for cooking
- Art Studio on the third floor with panoramic views and an external balcony
- Four Technical rooms fitted with the most up to date equipment
- An industrial workshop to allow pupils to undertake large construction projects etc.
- Swimming Pool
- Fitness Suite
- Dance Studio
- Two Sports Halls
- All weather astroturf pitch
- Grass pitch
- Use of Cove Rangers Football Club astro pitch which is adjacent to the school

LOCHSIDE ACADEMY LAYOUT

THIRD FLOOR	3
ART STUDIOS (A2, A3 Enter via North Stairwell)	

SECOND FLOOR	2
GRAPHIC COMMUNICATIONS	SCIENCE LABORATORIES
ICT 2/ BUSINESS STUDIES	TARGETED SUPPORT
MATHEMATICS	RELIGIOUS & MORAL EDUCATION

FIRST FLOOR	1
ENGLISH	ART 4
HUMANITIES	SENIOR COMMON
MODERN LANGUAGES	STAFF ROOM
ICT 1	

GROUND FLOOR	G
ADMINISTRATION & SENIOR LEADERSHIP TEAM	
ASSEMBLY HALL	DINING HALL
MULTI AGENCY	LIBRARY
HOME ECONOMICS	MEDICAL SUITE
MUSIC AND DRAMA	TARGETED SUPPORT

WEST WING GROUND FLOOR	G
ART AND DESIGN (A1)	
DESIGN AND TECHNOLOGY	
COURTYARD	

PE DEPARTMENT (ACCESS THROUGH LIBRARY)	G
POOL	DANCE STUDIO
SPORTS HALL	FITNESS SUITE
GYMNASIUM	CHANGING
ACCESS TO EXTERNAL SPORTS PITCHES	

1.12 School Events Calendar & Holiday Pattern

Term 1	Term 2	Term 3	Term 4
Pupil Term Begins	Term Begins	Term Begins	Term Begins
22 AUG 2023	30 OCT 2023	8 JAN 2024	15 APRIL 2024
September Holiday	In-Service Day	Mid Term	Holidays
22 - 25 SEPT 2023	17 NOV 2023	12 FEB 2024	6 MAY 2024
		In-Service Day 13 – 14 FEB 2024	In-Service Day 7 MAY 2024
October Holidays	Christmas Holiday	Easter Holidays	Term Ends
16 – 27 OCT 2023	25 DEC 2023 – 5 JAN 2024	29 MAR 2024 – 12 APRIL 2024	5 JULY 2024

Event	Day	Date	Year
In-service Day 1	Monday	21 August	2023
S4 Tracking, Monitoring and Reporting	Friday	15 September	2023
S5/6 Tracking, Monitoring and Reporting	Friday	21 September	2023
Supporting Your Child's Learning	Monday	2 October	2023
Parent Voice Meeting 1	Wednesday	4 October	2023
S1 Parent Consultation Evening	Monday	9 October	2023
S2 Tracking, Monitoring and Reporting	Friday	3 November	2023
Parent Voice Meeting 2	Wednesday	8 November	2023
In-service Day 2	Friday	17 November	2023
S4 Tracking, Monitoring and Reporting	Friday	17 November	2023
S5/6 Tracking, Monitoring and Reporting	Friday	24 November	2023
Parent Voice Meeting 3	Tuesday	28 November	2023
S4 Parent Consultation Evening	Tuesday	5 December	2023
Insight Into Careers	Wednesday	6 December	2023
S5/6 Parent Consultation Evening	Wednesday	13 December	2023
S2/S3/S4 and S5 Course Choice Evening	Tuesday	9 January	2024
Prelim Diet Begins (young people can study at home)	2 weeks	15 January	2024
S3 Parent Consultation Evening	Thursday	18 January	2024
S2 Course Choice 2024-25 Deadline	Friday	19 January	2024
S3 Course Choice 2024-25 Deadline	Friday	26 January	2024
Parent Voice Meeting 4	Monday	29 January	2024
S4/5 Course Choice 2024-25 Deadline	Friday	2 February	2024
S2 Parent Consultation Evening	Monday	5 February	2024
In-service Day 3	Tuesday	13 February	2024
In-service Day 4	Wednesday	14 February	2024
S4 Tracking, Monitoring and Reporting	Friday	23 February	2024
S5/6 Tracking, Monitoring and Reporting	Friday	1 March	2024
Parent Voice Meeting 5	Monday	25 March	2024
S3 Tracking, Monitoring and Reporting	Friday	26 April	2024
SQA Examinations Begin (6 weeks)	Monday	22 April	2024
In-service Day 5	Tuesday	7 May	2024
S2 Tracking, Monitoring and Reporting	Friday	17 May	2024
S1 Tracking, Monitoring and Reporting	Friday	31 May	2024
Change of Timetable	Monday	3 June	2024
Annual Awards Ceremony (Music Hall)	Wednesday	12 June	2024
Last Day of Term	Friday	5 July	2024

Section 2: Administration

2.1 Medical arrangements

First Aid

When a pupil becomes ill or requires first-aid during the school day, help is usually available from First Aiders. If the pupil is unable to return to their studies, arrangements are made to contact the parents/carers to take the pupil home. In the case of accidents pupils may be taken to the Casualty Department by ambulance or taxi to be met by parents/carers there.

We will contact the emergency number we hold on file if parents/carers are unavailable. Parents are asked, in the interest of the children, to ensure that the school has an up-to-date emergency contact.

Administration of Medicine

Strict guidelines are in place to support any pupil who has a medical condition which requires medication to be taken during the school day. Where possible it is helpful if medication can be prescribed in dose frequencies that make it possible for it to be taken out with school hours. Medication should only be brought into school by parents when it is absolutely necessary and handed to a first aider with the appropriate paperwork being completed.

Parents or carers who wish to discuss any aspect of their child's health should contact the appropriate Principal Teacher of Pupil Support in the first instance. It is essential for all parents to keep the school informed of any medical conditions and we encourage parents to work with us to ensure that pupils' medical needs are met with minimum disruption to their learning. An information sheet to find out which medical forms you will need to complete can be provided by contacting the school.

2.2 Adverse weather arrangements

Lochside Academy is required by the local authority to update our procedures regularly for what should happen in the event of the school having to close because of abnormal weather conditions or in an emergency. We are always mindful of the difficulties encountered by families when closing the school because of severe weather or in an emergency and take all reasonable steps to minimise these.

Information for Parents and Carers about emergency school closures, particularly during times of severe weather can be obtained from the following sources:

- Aberdeen City Council website (www.aberdeencity.gov.uk/closure)
- Northsound Radio and BBC Scotland
- Facebook/Twitter Announcements
- Alerts via GroupCall messaging

2.3 ParentPay and school lunches

School Meals

The dining hall operates a self-service system and uses a cashless card system named ParentPay.

Money can be loaded onto the ParentPay account online following this link - [ParentPay](#)

Accounts are easy to set up, add money, set up alerts and notifications, view purchases and payment history. With many helpful videos and information on the website to assist with your account usage.

Pupils use a pin number they are issued to buy food from the canteen with no need to carry any cards.



Packed Lunches

Pupils may bring their own packed lunches to school and eat them in one of the dining areas at lunchtime.

2.4 Enrolment, transferring to other schools and leaving school

Admission to School

The majority of pupils enrolling at Lochside Academy come from our associated primary schools – Abbotswell School, Charleston School, Kirkhill School, Loirston School, Tullos School and Greyhope School.

A transition calendar for P7 pupils and parents/carers outlines a comprehensive programme of activities which aim to facilitate the move from primary to secondary school.

P7 pupils will be involved in class visits to the academy so that they can familiarise themselves both with the school and staff. They will also have a two-day visit in June where they will follow their S1 timetable. There will also be a parent/carer information evening in June.

The House Head co-ordinates the enrolment of new pupils who join Lochside Academy during the school year. All new pupils and their parents/carers attend an admissions and induction meeting prior to the agreed start date.

Leaving School

There are two leaving dates:

- 31 May for pupils who reach the age of 16 between 1 March and 30 September that year.
- Last school day in December for pupils who reach the age of 16 between 1 October and 29 February

The law does not permit any exceptions to this.

Parents are requested to inform the school as soon as possible, if and when their children are transferring to another school.

All pupils leaving this School must ensure that all their textbooks are returned to departments and that a Leavers' Form is completed. These forms can be obtained from PT Pupil Support or the School Office.

2.5 Transport to school

Pupils are not permitted to park cars in the school grounds and cars bringing or collecting pupils are not allowed into the school grounds, unless they are conveying incapacitated pupils.

Bicycles are brought to school at the owner's risk and should be locked securely when left unattended. Cycle racks are provided in reasonably sheltered, central areas. As bicycles cannot be supervised throughout the school day parents are advised to make certain that bicycles are insured. In the interest of safety to others, pupils should dismount at the school gates and walk with the bicycles to the cycle rack.

Parents should also make every effort to ensure that safe routes to school are followed to avoid potential accidents on the busy roads to and from school. The school encourages all pupils using bicycles to wear cycle helmets.

These rules are strictly enforced in the interest of safety.

Bus Routes

Please see below for details of the timings and routes the buses will take. Bus Services will be operated by First Aberdeen and Stagecoach Bluebird and will serve all existing bus stops along the routes detailed.

Access to Bus Services

To access the bus services to Lochside Academy, at no cost, children are required to carry a National Entitlement Card (NEC) with the Young Persons' (Under 22s) Free Bus Travel Scheme applied to the card. This must be used on every journey made.

The bus services to Lochside are operated as local bus services and these operate as any other bus service would, and as such, admission to the service is only permissible where children provide a valid ticket; validate a smart payment card or pay the correct fare.

To access the bus services, at no cost, children are required to carry their NEC and to use it on the bus service for every journey made.

Children should tap their NEC on the electronic card reader and wait for the card to be validated, they will hear a 'beep', or the Driver will confirm to the child that the card has been validated.

The card must be validated so that the bus operator is paid for the journey undertaken. If children are not presenting their cards and waiting for these to be validated the bus operator will not be paid for the journey made and this will result in lost revenue on the bus services, which could result in bus services being withdrawn. It is therefore essential that the NEC is used for all journeys made.

As has already been advised the free bus travel NEC will be required to access services to Lochside and must be carried at all times of travelling, otherwise a fare will be charged or admission to the bus service may be refused.

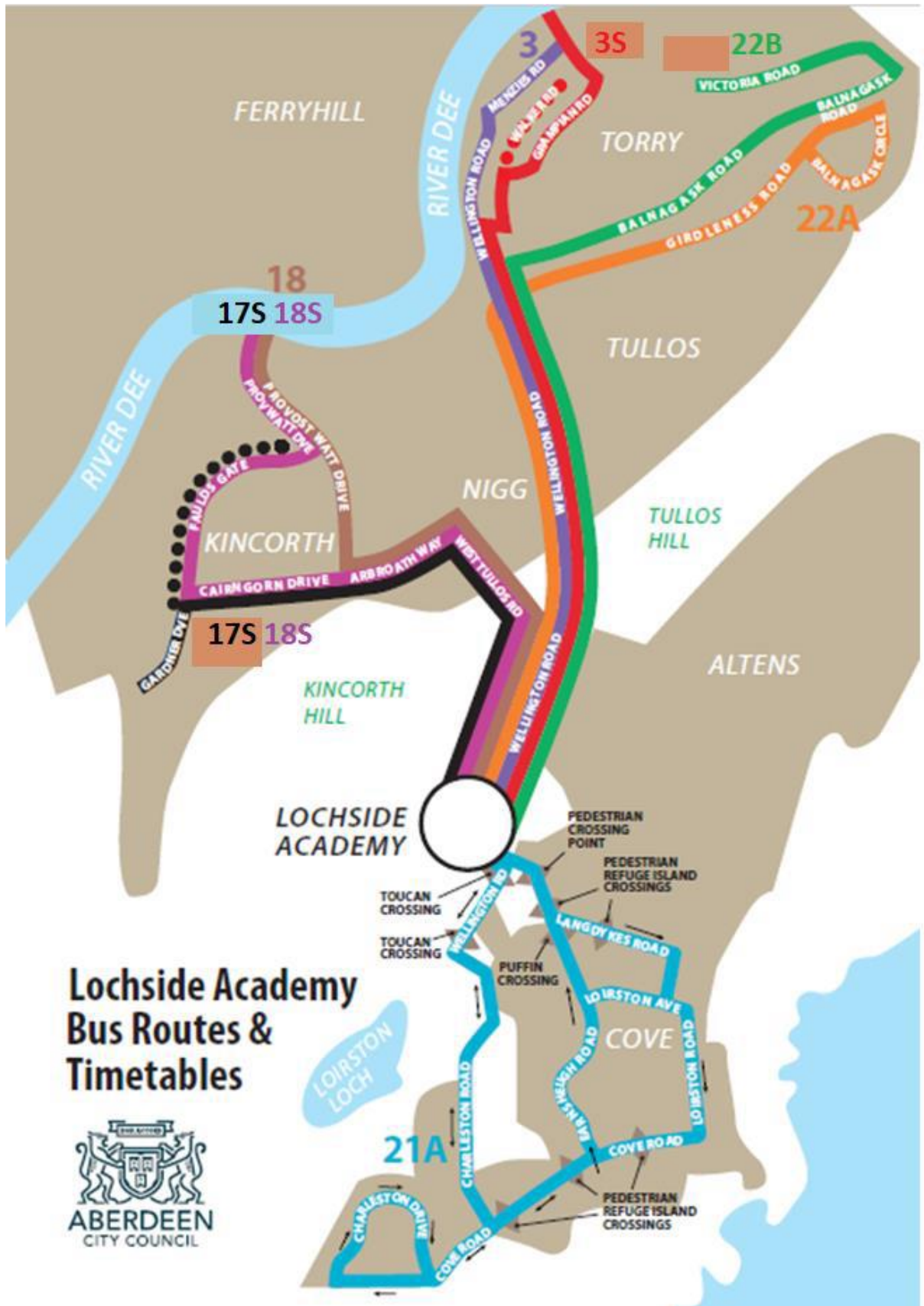
Both First Aberdeen and Stagecoach Bluebird will be undertaking enhanced monitoring of these services to ensure that children are using their NEC as required.

Behaviour

Bus Operators have previously reported instances of antisocial behaviour and acts of vandalism on bus services operating at Lochside Academy. CCTV is in place on vehicles and any antisocial or vandalism behaviour will be reported to school and could result in refusing young people to travel or continue to travel.

Additionally as the services are operated commercially by both First and Stagecoach any recurring instances of antisocial or vandalism may result in bus operators withdrawing services to and from Lochside Academy.

Parents/Carers are asked to discuss with your young person the importance of respecting the services provided by bus operators to help them to get to school quickly and safely..



Lochside Academy Bus Routes & Timetables



All Day Services - FIRST Aberdeen

- **Timetable: [Timetables | First Bus](#)**

Service 3, Torry – Lochside Academy

- Route:
 - **Towards Lochside/Cove:** Victoria Rd, Menzies Road, Craig Place, Wellington Road, Altens/Cove
 - **Towards Lochside/Torry:** Cove/Altens, Wellington Road, Craig Place, Menzies Road, Victoria Road.

Service 18, Kincorth – Redmoss

- Route:
 - **Towards Lochside:** Great Southern Road, Provost Watt Drive, Arbroath Way, Abbotswell Crescent (some journeys extend to Wellington Road at Souter Head Road).
 - **Towards Kincorth:** Abbotswell Crescent (some journeys depart from Wellington Road at Souter Head Road), Arbroath Way, Provost Watt Drive, Great Southern Road.

FIRST BUS ABERDEEN SERVICES –

Service 31S, Victoria Road – Lochside Academy

Service 31 (School days) from Victoria Road		
Mastrick – Cove: Victoria Road, Gramplan Road, Gramplan Place, Walker Road, Polwarth Road, Wellington Road, Wellington Circle, Lochside Academy.		
Cove – Mastrick: Lochside Academy (Wellington Circle), Wellington circle, Wellington Road, Polwarth Road, Walker Road, Victoria Road		
Monday to Friday AM		
Victoria Bridge	08:00	08:07
Altens Farm Road	08:17	08:19
Lochside Academy	08:22	08:24
Monday to Tuesday PM		
Lochside Academy	15:50	15:52
Victoria Bridge	16:07	16:09
Wednesday to Friday PM		
Lochside Academy	15:00	15:02
Victoria Bridge	15:17	15:19

KINCORTH SERVICES

Service 17S, Faulds Gate – Lochside Academy

Service 181 from Faulds Gate	
Lochside Academy – Faulds Gate: Lochside Academy, Wellington Circle, Wellington Road, West Tullos Road, Redmoss Road, Abbotswell Crescent, Arbroath Way, Calmgorm Drive, Gardner Drive, Faulds Gate	
Faulds Gate – Lochside Academy: Groat Southern Road, Stonehaven Road, Nigg Way, Gardner Drive, Calmgorm Drive, Arbroath Way, Abbotswells Crescent, Redmoss Road, West Tullos Road, Wellington Road, Wellington Circle, Lochside Academy (Wellington Circle)	
Monday to Friday AM	
Faulds Gate	08:03
Redmoss Road	08:13
Lochside Academy	08:18
Monday to Tuesday PM	
Lochside Academy	15:50
Faulds Gate	16:05
Wednesday to Friday PM	
Lochside Academy	15:00
Faulds Gate	15:15

Service 18S, Provost Watt Dr (via Faulds Gate)– Lochside Academy

Service 182 from Provost Watt Drive	
Lochside Academy – Provost Watt Drive: Lochside Academy (Wellington Circle), Wellington Circle, Wellington Road, West Tullos Road, Redmoss Road, Abbotswell Crescent, Arbroath Way, Calmgorm Drive, Faulds Gate, Provost Watt Drive	
Provost Watt Drive – Lochside Academy: Groat Southern Road, Provost Watt Drive, Faulds Gate, Calmgorm Drive, Arbroath Way, Abbotswell Crescent, Redmoss Road, West Tullos Road, Wellington Road, Wellington Circle, Lochside Academy (Wellington Circle).	
Monday to Friday AM	
Abbotswell School	08:02
Redmoss Road	08:12
Lochside Academy	08:17
Monday to Tuesday PM	
Lochside Academy	15:50
Abbotswell School	16:05
Wednesday to Friday PM	
Lochside Academy	15:00
Abbotswell School	15:16

STAGECOACH - Timetable - [Here](#)

Torry/Balnagask Services

Service 22A, Balnagask – Lochside Academy

Service 22A from Balnagask Road		
Balnagask Road (opp Balnagask Circle) then Balnagask Road, Balnagask Circle, Girdleness Road, Wellington Road, Wellington Circle, Lochside Academy.		
Lochside Academy then same route in reverse to Balnagask Road then Balnagask Circle.		
Monday to Friday AM		
Balnagask Terminus	08:00	08:03
Grampian Court	08:03	08:06
Lochside Academy	08:18	08:21
Monday to Tuesday PM		
Lochside Academy	15:50	15:55
Balnagask Terminus	16:03	16:08
Grampian Court	16:05	16:10
Wednesday to Friday PM		
Lochside Academy	15:00	15:05
Balnagask Terminus	15:13	15:18
Grampian Court	15:15	15:20

Service 22B, Victoria Road – Lochside Academy

Service 22B from Victoria Road		
Victoria Road - Lochside Academy: Victoria Road (at Mansefield Road), St Fitticks Road, Balnagask Road, Wellington Road, Wellington Circle, Lochside Academy.		
Lochside Academy - Victoria Road: Lochside Academy, Wellington Circle, Wellington Road, Balnagask Road, St Fitticks Road, Victoria Road (at Mansefield Road)		
Monday to Friday AM		
Mansefield Road	07:59	08:04
Torry Terminus, Balnagask Road	08:02	08:07
Lochside Academy	08:17	08:22
Monday to Tuesday PM		
Lochside Academy	15:50	15:55
Balnagask Terminus	16:02	16:07
Mansefield Road	16:05	16:10
Wednesday to Friday PM		
Lochside Academy	15:00	15:05
Balnagask Terminus	15:12	15:17
Mansefield Road	15:15	15:20

Service 21A, Cove/Charleston – Lochside Academy

Service 21A Cove/Charleston - Lochside Academy (School Service)	
<p>From Cove: (Earns Hugh Road opp Earns Hugh Circle) via Earns Hugh Road, Langsdykes Road, Loirston Road, Cove Road, Charleston Drive, Cove Road, Charleston Road, Charleston Road North, Wellington Road and Wellington Circle to Lochside Academy.</p>	
<p>From Lochside Academy via Wellington Circle: Wellington Road, Charleston Road North, Charleston Road, Cove Road, Charleston Drive, Cove Road, Earns Hugh Road, Langsdykes Road, Loirston Road and Cove Road to Cove terminus (Cove Road).</p>	
Monday to Friday AM	
Earns Heugh Circle	07:54
Loirston Manor	07:59
Lochinch Way	08:06
Lochside Academy	08:19
Monday to Tuesday PM	
Lochside Academy	15:50
Lochinch Way	16:00
Cove Court	16:11
Wednesday to Friday PM	
Lochside Academy	15:00
Lochinch Way	15:10
Cove Court	15:21

2.6 School pupils' insurance and personal property

Parents should be aware that no insurance cover is held by the Aberdeen City Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeen City Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g., parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote this possibility.

Section 3: Ethos

3.1 Attendance and absence notification

Attendance

All pupils under the age of 16 are required by law to attend school and it is the legal responsibility of parents to ensure that their child attends school regularly and punctually. Parents who fail to ensure the regular attendance of their children are liable to prosecution. Attendance is recorded electronically at the beginning of every period by class teachers and school staff monitor each pupil's attendance and work closely with parents and the Home School Liaison Officer to ensure high attendance rates. Excellent attendance is crucial for pupils to achieve their full potential.

Punctuality

All pupils are expected to arrive in good time for school and classes. Any pupil who arrives in school late for registration is recorded on the school computer system as being late and parents informed of their lateness by text message. Pupils who arrive in school after registration must sign in at the school office. Lates are monitored daily, and detention issued. The parent/carers of any pupil whose lateness causes a concern will be contacted by the school in order to find an early resolution to the problem. Punctuality is a life-skill and always a question that employers will ask schools when requesting a reference for a young person applying for a job when leaving school.

Applications for absence and Holidays

Applications, in writing, for permission to be absent from school for reasons other than illness or bereavement should be made in advance, stating the nature and length of the request.

Holiday absence has a significant impact on a child's learning and parents are strongly discouraged from taking pupils out of school for family holidays during term time. Holidays taken during term time are classified as 'unauthorised absence'. If parents are considering taking their child out of school during term time, they should make a written request, in advance, to the relevant House Head, stating the reasons.

The school does not encourage leave of absence because of the negative impact it has on pupil learning, achievement and future examination results.

Reporting absence

On **each** day of absence, parents must inform the school office of their child's absence by telephoning the main school number (01224 241720 - select option 1) or texting the school GroupCall number (07860 004012) **before 8.30am** and leaving a message with your child's name, registration class and reason for absence.

Parents must also confirm, **in writing**, the reason for and length of the absence, on their child's return to school. Communication by Email/Text message should be made on the pupil's first day back at school. If such communication is not made, the Home-School Liaison Officer may be asked to conduct a home visit in order to confirm the reason for absence.

Notification of appointments

Parents are requested to keep appointments during the school day to a minimum and, where possible, arrange appointments out with school hours or during holiday periods. If, however, it is absolutely necessary to attend an appointment during the school day, then a note informing the school of the date, time and reason for the appointment should be submitted **before** the day of the appointment so that the absence can be recorded accurately. Pupils leaving school for an appointment, or arriving late at school following an appointment, must show the appointment card / parental letter to office staff as they sign out / in at the school office.

3.2 Promoting Positive Relationships

Introduction and Aims

The Scottish approach to behaviour in schools has evolved significantly in the past two decades from punitive discipline policies to a focus on building relationships and promoting positive pro-social behaviour. This shift in focus to relationship-based approaches has been embedded systematically into curriculum delivery and education related policies and guidance including those that promote attendance and participation, and those that reduce barriers to learning and exclusion.

A number of National reviews, the Independent Care Review (Feb 2020 report) and the ASfL Implementation Review (June 2020 report) and the incorporation of United Nations Convention on the Rights of the Child (UNCRC) into Scots law (March 2021) has required many educational establishments and local authorities to review their current practice, policies and guidance around relationships and behaviour. Such reviews need to ensure that they are compliant with legislation and take account of the recommendations of the national reviews and current research. This policy reflects our desire to improve and enhance our work in this area. It should be noted that this is a 'live document' which will evolve as our understanding and practice develops.

Some common principles are interwoven across all Scottish Education related legislation and guidance including articles in the UNCRC:

- children have a right to education (Article 28)
- children have the right to get the support they need to benefit fully from their education and fulfil their potential (Article 29)
- children need to be included, engaged and involved in their learning (Article 12)
- wellbeing, positive relationships and an inclusive ethos and culture are the foundation for learning (Article 2, 3, 6, 23 & 31)

Ethos and culture is the essential element to the development of good relationships and the creation of effective learning environments. To create these environments in all educational settings there needs to be a shared understanding of inclusion, wellbeing, equality and equity underpinned by children's rights and how these factors affect relationships and behaviour. The school fully supports ACES, trauma informed practises, Compassionate and Connected Community and Mentors in Violence Prevention.

Scottish Government’s guidance ‘Developing a positive whole school ethos and culture: relationships, learning and behaviour’ is complimentary to the delivery of Curriculum for Excellence, the implementation of Getting it Right for Every Child and the aspirations of the Scottish Attainment Challenge and the National Improvement Framework.



Universal Support, curriculum and Pedagogy

All staff have a responsibility to know and respond to the individual needs of learners, and to promote and support their wellbeing and readiness to learn. Curriculum for Excellence is a key driver in helping children and young people learn about healthy relationships, positive behaviour, and social and emotional wellbeing. High quality teaching and a curriculum that meets the needs of all learners also plays a significant role in engaging children and young people in learning and reducing the need for support with their behaviour. Children’s rights and entitlements are fundamental to Scotland’s approach to inclusive education which promotes social inclusion and is underpinned by an ethos of social justice.

“No significant learning occurs without a significant relationship.” (Comer, 1995)

Relationships, rights and participation

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.” (Better relationships, better learning, better behaviour, 2013).

Scottish-based research (1.17-1.29) indicates that good relationships and learners participating in decision-making positively affects attainment (see Learner Participation in Educational Settings). Research also suggests that relational learning environments, where high expectations and structure is balanced equally against warmth and support, encourage engagement, improve attainment, and lead to less bullying in educational settings.

In both the Independent Care and the ASfL Implementation Reviews children and young people told us clearly what they want from their educational experience:

- their rights to be fully recognised and realised.
- relationships to be prioritised.
- to be listened to and included (never marginalised or stigmatised)
- school to be a safe space.
- to be supported in ways that meet their needs.
- they want this support to be consistent from all the people who support them.

The ability to build and maintain relationships to support wellbeing and learning are part of the GTCS, SSSC and CLD professional standards. For example, the GTCS CLPL standards include:

- Social Justice: Building and fostering positive relationships in the learning community which are respectful of individuals.
- Trust and respect: Understanding health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos.
- Professional Knowledge and Understanding 2.1.1: As an accomplished teacher you have an enhanced and critically informed understanding of the stages of learners’ cognitive, social, emotional, physical and psychological development and know how to use this information to support every learner’s wellbeing.

3.3 School Captains, House Captains and Prefects

As a school that inspires individuals to be inspirational and work together with others to be outstanding together, we are ambitious for our students to undertake leadership roles in school and in the community. We recruit inspiring individuals in S5 and S6 to undertake our most prestigious student leadership roles as School Captains, House Captains and Prefects. Senior students must apply for these student leadership roles and are encouraged to discuss their application with their Principal Teacher of Pupil Support. Candidates for student leadership roles will be selected for interview on the strength of their application which evidences leadership potential as confident individuals, act responsibly, are good role models to other students in school, and contribute effectively to the ethos and life of the school. Prefects act as an important link between students and staff and are therefore young people who are taken seriously and well respected.

Prefects who undertake these various roles have voluntary leadership responsibilities to contribute to the effective running of different aspects of school life. They are expected to provide additional supervision around school at break and lunch times. They can be called upon to speak at assemblies, guide visitors around school and be guides at Parents' Evenings, Awards Ceremonies and school fayres. Regularly, they will be required to represent the school community at different events throughout the school year. All voluntary work undertaken by senior students are recognised with the presentation of national Saltire Awards certificates.

Prefects at Lochside Academy will:

- uphold the school aims of Lochside Academy at all times
- fulfil all aspects of the Senior Student Home-School Learning Agreement
- wear school uniform
- act as role model for others
- be an approachable person to whom students can come for assistance or support
- demonstrate the confidence to liaise with school staff and seek their support if required.

The job role will include:

- constantly looking at ways to raise standards across the school
- performing two lunch and/or break duties per week
- encouraging and coordinating whole school activities and events (e.g. fundraising)
- attending meetings with other Prefects when required
- guide visitors around school
- representing the school at events to develop wider community links
- attend school events where appropriate (Parents' Evenings)
- mentoring younger students taking on leadership roles in school

As House Captain you must also be able to:

- meet with PTPS's, DHTs and the Head Teacher
- lead meetings of pupils' groups
- organise and lead House Assemblies to motivate pupils and give information about your House
- maintain House notice boards.

As School Captains you must also be able to:

- Lead the coordination of school prefect activities
- organise regular meetings with a team of Prefects
- chair meetings of the Prefect Council and communicate the views of the Prefect Council with the SLT
- maintain the Prefect notice board
- monitor the performance of the Prefects and dealing with any issues that arise
- organise and lead assemblies
- present a report at the annual awards ceremony
- represent the school at Parents' Evenings and external school events when required.

3.4 Annual Awards Ceremony

At Lochside Academy, our school vision and values encourage all our pupils to ASPIRE: We Will Succeed! Pupils who do ASPIRE and are successful during the school year are invited to attend our Annual Awards Ceremony to recognise and celebrate their achievements.

Our annual Awards Ceremony takes place in the Music Hall in Aberdeen at the end of the academic session and is a major highlight in the school year. The Award Ceremony is led by the Head Teacher and recognises pupil attainment, achievement and success in a wide range of different activities including service to the local community, charity work, volunteering, academic success, music and sport.

The Awards Ceremony is the one time in the yearly calendar where the Lochside Academy community of pupils, parents, school partners, award sponsors and former pupils can gather in the splendour of the Music Hall and be inspired by pupil success. Diplomas of Excellence are presented to S1-S4 pupils who consistently exhibit the school's core values to a high standard throughout the school year. Awards for S4-S6 pupils provide an opportunity for the school community to formally recognise the success and progress of our students in their SQA courses and the completion of any external qualifications. A vast array of sponsored certificates, medals, trophies and rewards are also presented to pupils in all S1-S6 year groups ensuring that the evening is a glittering annual Awards Ceremony interspersed with outstanding pupil entertainment.



Section 4: The Curriculum

4.1 Curriculum model for S1 – S6

Lochside Academy's curriculum model for S1-S6 is designed to deliver the Curriculum for Excellence and is based upon the CfE Principles of Curriculum Design. Through the curriculum design the school in line with our vision of values statement will develop the four capabilities of CfE.

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The curriculum is the totality of experiences which are planned for pupils. It includes the four contexts for learning.

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for personal achievement

The six years of secondary school have been planned as a coherent and progressive experience for all pupils' transition from primary to secondary school, and from secondary to post school destination have been planned to ensure continuity.

In Lochside Academy the experience is divided in 2 'phases'

- (1) The 'Broad General Education (BGE)' is S1, S2 and S3
- (2) The 'Senior Phase' is S4, S5 and S6

We make sure that no young person is prevented from being a full member of our school community and excluded from curricular events due to financial constraints. We aim to ensure that our curriculum is free of charge throughout the learning pathway or our young people e.g. no costs incurred for HE, art or Technical courses.

The Broad General Education (BGE) Phase Curriculum Design

The BGE Phase curriculum is designed to provide a broad general education which increasingly builds upon pupil's experience in the primary school. It is also designed to provide a smooth transition into the Senior Phase.

S1/S2 Curriculum

In S1/S2 all young people experience a broad general education involving well planned courses in all 7 curricular areas. By focusing on the standards and expectations in the experiences and outcomes staff plan opportunities for progression and ensure learners build progressively on their prior learning.

The S1/2 timetabled courses are: -

English and Literacy

Mathematics and Numeracy

Spanish and French

Science

Geography

Modern Studies

History

Religious & Moral Education

Personal and Social Education

Cultural Studies

Home Economics

Physical Education

Drama

Music

Art & Design

Computing

Business Studies

Creative Industries

English and Mathematics have each been allocated 5 periods a week to ensure time for the teaching, development and assessment of literacy and numeracy. However, it is the responsibility of all teachers to develop these skills across pupils' learning. Each faculty enhances specific literacy and numeracy skills as part of the S1/2 course.

All pupils study Religious and Moral Education for one period a week.

S3 Curriculum

S3 of the BGE is a critical year for our learners.

It is a period when our pupils experience:

- An appropriate breadth to their curriculum
- Greater personalisation, choice and specialisation in their curriculum. Personalisation through degree of choice improves motivation, enthusiasm and attainment.
- Greater depth, pace and challenge in order to develop learning. Fourth curriculum level Experience and Outcomes, National 4 outcomes and some National 5 outcomes.
- Learning in S3 will pave the way into studying for certificated national qualifications and will allow the school to pursue its goal of raising attainment of all.



Curriculum Map 2023-24

Year Group	PSE	English & Literacy	Maths	Cultural Studies		Humanities	Creative & Expressive Arts	Health & Wellbeing		Enterprise & Technology	Science
				RME	Modern Languages			PE	Home Ec.		
S1	2	5	5	1	3	4	5	3		1	3
S2	1	5	5	1	3	3	4	3	1	2	3

Year Group	PSE	English & Literacy	Maths	PE	RME	Cultural Studies	Humanities	Creative & Expressive Arts	Health & Wellbeing	Enterprise & Technology	Science
S3	1	4	4	2	1	5 x 4 Period Electives					

Year Group	PSE	English & Literacy	Maths	PE	RME	Cultural Studies	Humanities	Creative & Expressive Arts	Health & Wellbeing	Enterprise & Technology	Science
S4	1	4.5	4.5	1	1	4 x 5 Period Electives or ABZ Campus offer					

Year Group	PSE	RME	Ent	H&WB	Study	English & Literacy	Maths	Cultural Studies	Humanities	Creative & Expressive Arts	Health & Wellbeing	Enterprise & Technology	Science
S5/6	1	1 x 1 Period		1 x 5 Period		5 x 5 Period Electives or ABZ Campus offer							

Curriculum for All

In S3 all pupils study English and Literacy (4 periods) and Mathematics and Numeracy (4 periods). However, all teachers will continue to have a responsibility for developing Literacy and Numeracy within their S3 courses.

All pupils will continue to study English and Mathematics to the end of S4. This will ensure all pupils receive their full entitlement to literacy and numeracy and can achieve their highest level of attainment.

In order to deliver significant elements of health and wellbeing curriculum areas, all pupils will have at least 1 period of Personal and Social Education and 2 periods of Physical Education. The RMPS curriculum area will be delivered in a course of 1 period per week.

Personalising the Curriculum through Course Choices

In addition to English & Literacy and Mathematics & Numeracy all pupils will choose a further 5 courses, each of 4 periods per week.

The six columns in S3 have been constructed to ensure pupils have a breadth of study. The Principal Teachers of Pupil Support, through discussions with pupils' and parents' guide pupils towards a more personalised appropriate curriculum.

Senior Phase Curriculum

Introduction

The curriculum design for the Senior Phase within Lochside takes cognisance of the key principle of Curriculum for Excellence and the entitlements for pupils. The 'Junior Phase' of the S1-S3 curriculum and the 'Senior Phase' of S4-S6 have both been designed to take account of these principles.

Senior phase Curriculum design principles

The schools Senior Phase curriculum design has a number of objectives: -

- To provide opportunities to study appropriate qualifications
- To provide a curriculum framework for pupils in S4, S5 and S6
- To provide flexibility to meet the needs of the individual learner rather than planning for an entire cohort or year group
- To provide opportunities for a range of pathways to positive and sustainable destinations, as part of the Scottish Governments' commitment to allow all young people to continue their learning up to and beyond the age of 18
- To provide clear articulations between the Junior (S1-S3) and Senior Phase (S4-S6)
- To provide opportunities for the delivery of the education in the Senior Phase with partners: ABZ Campus, NESCOL, Aberdeen University, Robert Gordons

University, Neighbourhood Consortium School Group, Community Learning and Development, Aberlour, Precision Training and local employers.

- To provide for the four contexts of the curriculum:
 - Curriculum areas and subjects
 - Interdisciplinary learning
 - Opportunities for personal achievement
 - Ethos and life of the school
- To provide individual support for learners

Senior Phase Curriculum Design

At the end of the Junior Phase (S1-S3), pupils move into S4 of the Senior phase. They are able to enter courses at the most appropriate level based upon their previous attainment in a subject. In the Senior Phase courses are available at various levels: -

- National 3
- National 4
- National 5 / Level 5
- Higher / Level 6
- Advanced Higher

There may be pupils from S4, S5 and S6 studying the same course in the same class at the same level. The Senior Phase Curriculum and timetabling arrangements provide several benefits for pupils: -

- a wider range of National 3, National 4 and National 5 qualification is available to all pupils S4 to S6
- S4 pupils can study Higher courses if appropriate

In the Senior Phase, there is less emphasis on curriculum breadth than there was in the BGE as pupils choose courses to prepare for future destinations. Personalisation and choice is generally the main guiding principle.

The flexible structure of the Senior Phase curriculum provision facilitates the appropriate depth and challenge required by individuals. In addition, the curriculum provision allows for partnership delivery to provide greater personalisation and choice to meet the needs of individual learners. Other courses delivered by ABZ and other institutes are also available.

The curriculum structure of the Senior Phase allows for vertical progression throughout SCQF levels but also opportunities for lateral progression to broaden the range of qualifications at a particular level. The curriculum followed by pupils in the Senior Phase, with additional support needs, is planned on an individual basis.

S4 of the Senior Phase

On entering S4 of the Senior Phase, all pupils study at least 6 course levels to SQA qualifications at National 3, National 4 or National 5 or Higher levels. Furthermore, National Progression Awards (NPA's) and Skills for Work courses at Levels 4, 5 and 6 will be offered. For all learners, English and Mathematics continue to be studied to the end of S4 for 4 periods per week. This provides time to deliver and access literacy and numeracy skills and supports pupils to achieve their attainment potential.

Pupils have 2 periods of Physical Education per week in accordance with national guidelines. There is also a weekly period of Personal and Social Education. This ensures the continuing development of Health and Wellbeing. Pupils also study RMPS for one period a week thus ensuring pupils continue to develop their knowledge, understanding and attributes.

S5/S6 of the Senior Phase

Pupils in the Senior Phase study 5 courses leading to SQA qualifications.

In addition, pupils choose an enriched period which includes Physical Education and Religious and Moral Education. Pupils also have 1 period of Personal and Social Education.

4.2 Religious, Social, Health and Careers Education

Religious, Moral & Philosophical Studies (RMPS)

As required by law, RMPS is provided for all pupils in S1 – S6 leading to opportunities to achieve SQA qualifications.

Assemblies and Religious Observance

Assemblies will be organised during tutor time and delivered by senior staff and members of the Lochside Academy Chaplaincy Team. Religious Observance assemblies are a time for reflective thought and cover the main religious events from a variety of religions as well as moral issues such as concern for others. These assemblies do not emphasise on any particular creed or denomination. Parents are entitled to request the withdrawal of their child from religious observance assemblies by writing a letter to the Head Teacher expressing this request. Parents of children of ethnic or religious background may require that their children be permitted to be absent from school in order to celebrate recognised religious events. Appropriate requests will be granted.

Personal, Social & Health Education (PSE)

PSE is an important aspect of the school curriculum focusing, as it does, on a number of critical areas of personal development. While all staff see themselves as contributing significantly to pupil welfare, and are positively encouraged to do so, the PSE programme is a structured curriculum taught by Principal Teachers of Pupil Support and other trained staff to all pupils in S1-6.

The programme is designed to develop personal and inter-personal skills so that pupils gain self-confidence in asserting themselves, in expressing opinions and beliefs and doing so in a way which helps them relate to others in a wide variety of contexts. The courses contain a number of developmental threads which are covered in a way that is felt to be appropriate to the pupils' stages of development and which builds on the work of previous years. These threads include Sex Education, Drugs Education, Citizenship and Careers Education. The planned teaching programme covers such topics as skills required for coping with adolescence, individual self-awareness, career choices and decisions, priorities for a healthy lifestyle and study techniques. From S1, pupils are also involved in the process of self-assessment, review and target setting to enable them to produce a Personal Statement as part of their S3 profile (Record of Achievement) and in preparation for College/University/job application.

Health Education

The school recognises that it is the right of every individual to expect a healthy environment and that Health Education has a major part to play in establishing this. We are committed to the promotion of positive attitudes towards holistic health among pupils and staff, and to facilitate a healthy lifestyle for all. Through a whole-school Health Education programme, delivered across all curricular areas, we aim to encourage positive health behaviour and informed decision making relevant to the needs and stages of development of young people.

Careers Education

In partnership with Skills Development (SDS) our careers advisors concentrate their services mainly upon S4/5/6 pupils. SDS Careers Advisors will visit pupils in their PSE classes to raise awareness of the service, introduce Skills Development Scotland's website [www. myworldofwork.co.uk](http://www.myworldofwork.co.uk) and encourage pupils to begin looking at themselves, their options for the future and their career management skills. During the year the Careers Adviser may issue a questionnaire to pupils asking for their thoughts on when they will leave school and where they hope to move on to. The Careers Adviser works closely with the Principal Teachers of Pupil Support and the School Leadership Team throughout the year to identify pupils who need individual appointments.

4.3 Music instrumental tuition

There are a variety of private instrumental lessons on offer this year at Lochside Academy:

<u>Tutor</u>	<u>Instrument Type</u>
Miss Dow	Woodwind
Mr Marshall	Brass
Mr Brown	Guitar
Mrs Duguid	Percussion
Mr Lovegrove	Piano
Mr Gibson	Upper Strings
Mr Sneden	Vocal

If you are interested in getting lessons for your child, please complete a request for music tuition form on the council website here:
<https://www.aberdeencity.gov.uk/services/education-and-childcare/school-life/music-tuition>

Music Tuition is now free of charge.

4.4 Extra-curricular activities

Monday				
Activity	Age Group	Time	Place	Lead by
Dodgeball	S1-S6 Staff	Lunchtime 13.30-14.00	Sports Hall	Mr Duthie
Cheerleading	S1-S6	After School 4.00-5.00	Dance Studio	Ms Dick
Pop Band	S1-S6	Lunchtime 13.15-14.05	Music 3	
Young STEM Leader	S5-S6	Lunchtime 13.20-14.05	Science 9	Ms Bowring
English Supported Study	S4-S6	Lunchtime 13.15-14.05	English 5	Ms MacNeil
Tuesday				
Activity	Age Group	Time	Place	Lead by
XP Club (Video Game Club)	S1-S6	Lunchtime 13.35-14.05	Library	Mr Clark
Film Club	S1-S6	Lunchtime 13.15-14.05	Library	Mr Clark
Industrial Cadets - Bronze	S2(max of 6)	Lunchtime 13.15-14.05	Science 1	Ms Bowring
Industrial Cadets - Gold	S6(max of 6)	After School 15.45-16.30	Science 9	Ms Bowring
Drop Everything and Read	S1-S6	Lunchtime 13.30-14.00	Library	Mr Clark
Dungeons & Dragons	S1-S6	Lunchtime 13.15-14.05		
		After School 15.45-16.30	Library	Mr Clark
RMPS Supported Study	S1-S6	Lunchtime 12.45-1.10	RMPS 2	Ms McLeod
N5 Biology Supported Study	S4-S6	After School 16.00-17.00	Science 5	Ms Dick
Biology Supported Study	S4-S6	Lunchtime 13.15-14.05		
		After School 15.45-17.00	Science 8	Mrs McNeill
Higher PE Supported Study	S5-S6	Lunchtime 13.15-14.00		
		After School 15.45-16.45	PE Classroom	Mr Jamieson
Modern Studies Supported Study	S1-S6	After School 3.50-4.50	Humanities 8	Ms Shaw
Physics Supported Study	N5 & Higher	After School 3.50-4.50	Science 9	Ms Bowring
N5 Art & Design Supported Study	S4-S6	Lunchtime 1.15-2.05	Art 1 Grnd Fl/West Wing	Miss Stewart
Origami Club	S1-S6	Lunchtime 12.40-13.10	Library	
Art Club	S1-S6	Lunchtime 13.35-14.05	Art 2	Miss Simpson
Badminton	S1-S6 & Staff	Lunchtime 13.30-14.00	Sports Hall	Mr Duthie
Rugby Training	S1-S4	After School 15.45-17.00	Rugby Pitch	Aberdeen Grammar Rugby
Wednesday				
Activity	Age Group	Time	Place	Lead by
STEM Club	S1-S2	Lunchtime 12.25-13.15	DT3	Ms Nicoll
Rampaging Chariots	S1-S6	Lunchtime 12.35-13.10	Science 9	
Classical Studies Study Support	S1-S6	After School 14.55-16.45	Humanities 7	
History Study Support	S1-S6	After School 15.05-16.05	Humanities 7	
Biology Study Support	S1-S6	Lunchtime 12.40-13.10	Science 8	
French Supported Study	S1-S6	Lunchtime 12.35-13.15	ML3	Mr Chabaud
Spanish Supported Study	S1-S6	Lunchtime 12.35-13.15	ML1	Miss Paul
English Supported Study	S4	After School 15.00-16.00	English 6	Ms Albashir
Volleyball	S1-S6	Lunchtime 12.40-13.10	Sports Hall	Mr Jamieson
Netball	S1-S6	After School 14:55 - 16:00	Sports Hall	Miss Bourne
S2 Football A/B Team	S2	After School 14.55-16.00	Astro-turf	Mr Jamieson
Thursday				
Activity	Age Group	Time	Place	Lead by
Anime Club	S1-S6	Lunchtime 12.25-13.15	Library	
Classical Studies Study Support	S1-S6	After School 14.55-16.45	Humanities 7	
N5 & Higher English Study Support	S4-S6	Lunchtime 12.25-1.15	English 1	Ms Atkinson
N5 English Study Support	S4	Lunchtime 12.35-1.15	English 6	Ms Albashir
Literacy Ambassadors	S4-S6	Lunchtime 12.30-13.10	English 3	Ms Irving
Youth Group- Drop in	S1-S4	Lunchtime 12.25-13.15	Rm 00-067	Ms Goddard
Equality & Diversity Group	S1-S6	Lunchtime 12.25-13.15	Drama Room 1	Ms Livingston
Chess Club	S1-S6	Lunchtime 13.15-14.05	TS5	Mr Osardu Mr Adegoke
Chemistry Supported Study	S4-S6	Lunchtime 12.25-13.15	Science 5	Ms Dick
Computing Science Supported Study	S4-S5	Lunchtime 12.25-13.15	BC1	Mr Aldeen
English Supported Study	S4-S6	Lunchtime 12.25-13.15	English 5	Ms MacNeil
Chemistry Supported Study	N5 & Higher	After School 3.50-4.50	Science 9	Ms Bowring
Dance	S1-S6	Lunchtime 13.20-14.00	Dance Studio	Miss Smith
Basketball	S1-S6 & Staff	After School 15.10-16.10	Sports Hall	Ms McDonald & Mr Meszaros
Friday				
Activity	Age Group	Time	Place	Lead by
Basketball	S1-S6 & Staff	Lunchtime 12.40-13.10	Sports Hall	Ms McDonald & Mr Meszaros
Dance	S1-S6	Lunchtime 13.20-14.00	Dance Studio	Miss Smith
Book Club	S4-S6	Lunchtime 12.40-13.10	Library	Mrs Dawson
Foreign Film Club	S1-S6	Lunchtime 12.25-13.15	ML3	Mr Chabaud
Art Club	S1-S3	Lunchtime 12.40-13.05	Art 2	
LGBTQ+Club	S1-S6	Lunchtime 12.25-13.15	English 7	Ms Cormack
Fantasy Football (Premier League)	S1-S6 Staff	Lunchtime 12.25-13.15	RMPS 2	Ms McLeod
Smart Home Club	S1-S6		Business & Comp 1	Mr Aldeen
Dates to be confirmed/On-going Activities				
Vocal Group	S1-S6		Music 3	
String Group	S1-S6		Music 2	
SU Xplore	S1-S6	TBC in August	GP Room	Mrs Simpson/Rev Lloyd

Section 5: Learning, Teaching and Assessment

5.1 Tracking and monitoring

Informal “assessment” of pupils work is carried out continuously as part of the normal learning and teaching process in each classroom. Using their professional judgement of individuals and pupils’ progress, teachers then plan the ‘next steps’ of learning.

Teachers supplement their ongoing informal assessments with tests at the end of topics or units of work. A variety of methods of assessment are used in the school depending on the subject matter in each course; written, listening, speaking or practical assessments.

S4, S5 and S6 pupils experience a formal diet of “estimate” examinations. Our assessment week when these examinations will take place is in January. The senior pupils (S4 to S6) take end of course examinations set by the Scottish Qualification Authority in May/June.

Pupil Progress reports are issued to parents during the session.

5.2 Reporting to parents

Pupil Progress reports are issued to parents during the session.

Reports are issued for each of the subjects and contain attainment grades and information on attitude and effort. Written comments highlighting strengths and next step or actions for improvement on learning are also provided by teachers. The attainment grading system used in each set of reports is explained with the reports. In S4-S6 the grades used are based on the grading system used by the Scottish Qualification Authority. In S1, S2 & S3 the levels are based on Curriculum for Excellence Assessment.

We report to parents/carers on pupils’ progress at appropriate times of the session. S1-S3 pupils will receive 1 tracking report and 1 full report with next steps in learning comments. Senior pupils will receive 3 tracking reports, with at least 1 report with next steps learning comments. There are a number of parents/carers meetings organised so parents/carers can further discuss with teachers. Appointment paperwork is given to pupils to allow parents/carers to plan suitable appointments.

Parents/Carers Consultation meetings are from **5.00pm – 7.30pm**

During the summer term in June a P7 information evening will be held at the time of the primary 7 link visits to Lochside Academy.

Parents/Carers of S2 pupils are invited to attend an Information Evening at the time pupils choose subjects for S3. Similar events are held for Parents/Carers of S4 and S5 as they choose courses for the following session.

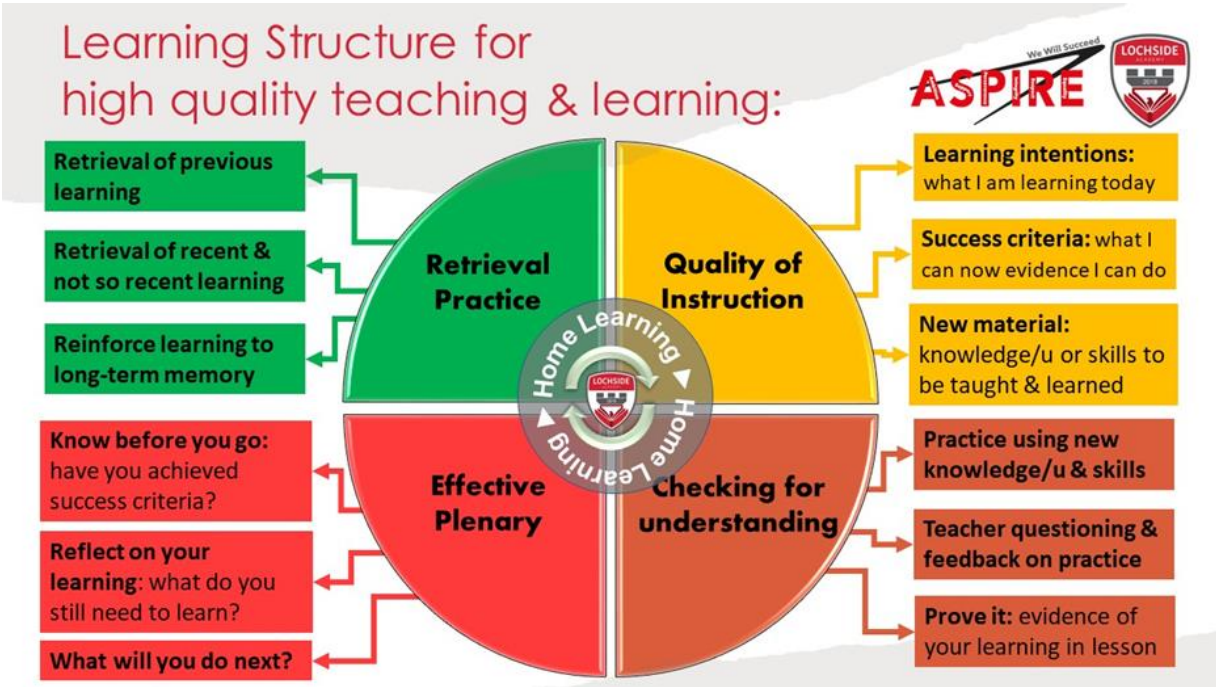
5.3 Learning, Teaching & Assessment

Our approach to teaching and learning is built upon the fact that high quality teaching is the biggest influence on the learning of young people and ultimately the quality of their attainment and achievement.

Our learning structure for lessons in school is based on principles of cognition developed from the science of learning:

- I. Research on how our brain acquires and uses new information;
- II. Research on common classroom practices that show the highest gains in achievement and attainment for learners; and
- III. Findings from studies that teach learning strategies to learners by scaffolding supports for learners with complex tasks.

To ensure that all lessons are planned for high-quality teaching and learning, Lochside Academy has an agreed learning structure that should feature in all lessons in school:



1.	Retrieval practice	<ul style="list-style-type: none"> • A review of previous learning to retrieve knowledge to create stronger memories of learners • Evidence of using retrieval practices has a large positive impact on: <ul style="list-style-type: none"> • Improving learning • Reducing forgetting • Improving long-term learning
2.	Quality of instruction	<ul style="list-style-type: none"> • Learning intention: making clear the specific things pupils should be learning in this lesson • Success criteria: making clear what success looks like • Presentation of new material that is broken down into manageable chunks with clear explanations and instructions
3.	Checking for understanding:	<ul style="list-style-type: none"> • High order questioning skills that make learners think hard • Appropriate support and challenge (differentiation) • Approaches to allow learners to practice their knowledge, skills and understanding • Verbal feedback to inform and support progress in learning
4.	Effective Plenary:	<ul style="list-style-type: none"> • Activity that supports learners to evaluate their success in their learning and to focus on next step in learning

HOME LEARNING:

Home Learning is an integral part of pupil learning to reinforce learning, retrieve previous learning and strengthen the long-term memory of learners to apply learning in a variety of different contexts.

Home learning for learners in all subject areas should be a frequent, coherent, clear and meaningful to ensure that it has a positive impact. We know from research that evidence of regular, distributed, spaced and interleaved homework has a positive impact of +5 months learning particularly with secondary school pupils.

We believe that truly great home learning must be a quality activity of desirable difficulty that can be undertaken at home that is assessed by classroom teacher to provide feedback to learners on their success and areas for next steps in learning.

Section 6: Support for Young People

6.1 Getting it Right for Every Child (GIRFEC)

Getting It Right For Every Child 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 into law by the Children and Young People (Scotland) Act 2014.

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



The Wellbeing Indicators are recognised as the areas in which children and young people need to progress in order to do well, both now, and in the future.

The GIRFEC approach gives a common language and a way to gather information in a consistent way about a child or young person. And this allows us to ensure that they have everything that they need from the people who look after them at home, in school and in the wider community.

We want every child at Lochside Academy to feel happy, safe and supported, so that they can fulfil their potential and play their part in society.

6.2 The Named Person

Prevention and early-intervention are key elements in the Getting It Right approach to 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 in education at a secondary school.

Within Aberdeen City the Named Person will be either the Primary School Head Teacher or Deputy Head Teacher, and in Secondary School the Named Person will usually be the young person's Principal Teacher of Pupil Support.

The purpose of the Named Person role is to make sure children, young people, and parents or carers, have confidence that they can access help or support no matter where they live or what age the child or young person is.

The Named Person can help by:

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

There is no obligation to accept any offer of advice or support from a 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:

<https://www2.gov.scot/Topics/People/Young-People/gettingitright/named-person>

6.3 Principal Teachers of Pupil Support (PTPS)

Within Lochside Academy we have seven Principal Teachers of Pupil Support and one Lead Principal Teacher of Pupil Support, and four Houses. 2 PTPS and one DHT/House Head are linked to each house. Every pupil in Lochside Academy belongs to one of the four Houses.



Mr McNally PTPS
Thistle House



Mrs Duthie PTPS
Thistle House



Mrs Beagrie
Lead PTPS
Heather House



Mrs Gilbert PTPS
Heather House



Mr McGuire PTPS
Gorse House



Mrs Skinner PTPS
Gorse House



Mrs Scriven PTPS
Myrtle House



Mrs Jewers PTPS
Myrtle House

The Principal Teachers of Pupil Support have an overall responsibility for the wellbeing of the pupils in their House. They provide day-to-day support for pupils and are the main point of contact for parents or carers throughout a young persons' secondary school career.

At all times the Principal Teachers of Pupil Support work towards promoting high standards of behaviour and positive relationships, working with learners to set learning targets and to review and discuss overall progress. They provide a programme of regular pupil progress interviews and can offer help and advice to pupils on a wide range of topics, as well as being a 'listening ear'.

Principal Teachers of Pupil Support also teach the Personal and Social Education (PSE) programme. Core topics within PSE include alcohol and drugs awareness education, sexual health and relationships education and careers education.

Every pupil at Lochside Academy also has a Tutor Teacher who will see them for a ten-minute registration period every morning throughout their time at the school.

6.4 Targeted Support

At times in their lives children and young people may require support in their learning for a range of reasons. Some children and young people may need a lot of support all the way through school. Others may only need a small amount of support for a short time.

A child or young person is said to have additional support needs if they need more or different support to what is normally provided within school. Reasons for requiring additional support might include:

- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Being bullied
- Building resilience to overcome social and emotional issues
- Having poor mental health

The Targeted Support Faculty has developed a wide range of expertise and resources to support children and young people with additional support needs.

They work in partnership with school staff, parents or carers and other appropriate professionals, to assess children and young people and identify any barriers to learning. Any targeted support that is subsequently delivered will be planned, have a specific aim and will be reviewed regularly. The Targeted Support Faculty will also liaise with other services such as Educational Psychology, Speech & Language Therapy, NHS Grampian, Social Work and Skills Development Scotland whenever necessary.

At any time, if a parent or carer wishes to discuss the potential need for additional support for a child or young person, they should contact the relevant Principal Teacher of Pupil Support or the Principal Teacher of Targeted Support. Linked to each of our four Houses is a Targeted Support Teacher and PSA.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general 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.

6.5 Education Psychology Service

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

6.6 The Child's Plan

The Getting It Right for Every Child approach ensures that children and young people are provided with a range of supports which are proportionate to their assessed needs. This is reflected in the Aberdeen City Council staged intervention framework which identifies three levels of support: Universal, Targeted and Specialist.

Universal Support includes the reasonable adjustments and changes made to schools and the curriculum which are generally available for all children and young people.

For a small number of children and young people there might be higher levels of need or risk identified. An assessment will consider if any of the wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included) are affected by the child or young person's situation. These children and young people may then require targeted, or specialist supports, which would usually be coordinated on a single or multi-agency basis, through a Child's Plan.

When a child or young person needs one or more targeted or specialist interventions the benefit of a Child's Plan will be discussed with them and their parents or carers. The Child's Plan will outline the supports to be put into place and the actions which will be taken by the child or young person, their family and professionals. It will also detail how the supports and actions aim to help improve the child or young person's wellbeing and how they will help overcome any difficulties.

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

6.7 Safeguarding and Child Protection

Given on-going public concern on the subject of child abuse, and changes in the law, schools are now required to report if we think that any child has come to harm as a consequence of possible abuse. Each school now has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for this task. The nominated personnel within Lochside Academy for Child Protection are Susanne Henderson, Depute Head Teacher and Mrs Hannah Beagrie, Lead PTPS.

Should you wish to seek further advice about Child Protection and the safety of children please feel free to contact Ms Henderson/Mrs Beagrie. The information/policy is on the school website.

Where there is a possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, the Police or the Children's Reporter and under these circumstances, the parent would not normally be consulted first.

6.8 Anti-Bullying & Promoting Positive Relationships Policy

Lochside Academy is committed to ensuring that all children and young people are safe from harm by providing a safe, supportive environment for all people in school. Lochside Academy Anti-Bullying & Promoting Positive Relationships Policy complements other school policies by detailing proactive and preventative measures that are taken to eliminate the likelihood of bullying behaviour occurring and to promote positive relationships.

The aims of the policy are to:

- ensure that all pupils, parents, staff and volunteers within Lochside Academy are aware of the causes and effects of bullying;
- ensure that all pupils, parents, staff and volunteers within Lochside Academy promote positive relationships to prevent bullying;
- ensure that all pupils, parents, staff and volunteers are aware of our anti-bullying guidelines and know how to deal with bullying;
- ensure that all pupils, parents, staff and volunteers are aware of the steps taken if an allegation of bullying has been made or witnessed;
- ensure that our pupils, through our curriculum and other school activities, have experience of appropriate life and social skills to promote positive relationships and how they can seek the support of the known adults within school;
- ensure that all allegations and incidents of bullying are recorded consistently in accordance with the guidance on record keeping of such incidents.

Please refer to the school website (www.lochside.aberdeencity.sch.uk) for the full Policy.

Section 7: Parental Engagement

7.1 Parent Voice and working with you as parents

The Scottish Schools (Parental Involvement) Act 2006 makes provision for all parents of pupils in the school to be members of the Parent Forum. Lochside Parent Voice meets regularly and is made up of volunteer members from the parent forum. The group is actively supported by the school, and local councillors regularly attend Parent Voice meetings to join in discussions on a range of issues connected with the school itself and with wider educational concerns.

Its main functions are:

- To support the school in its work with pupils and parents.
- To represent the views of parents.
- To promote contact and communication between the school, parents, pupils, the community and other providers.
- To report to the parent forum.

The Parent Voice has a role in the appointment of the Headteacher and Depute Headteachers for the school.

Any parent forum member can volunteer to become a member of the Parent Voice and all parent forum and staff members are welcome to attend its meetings. The Parent Voice can be contacted by email at pclochside@aberdeen.npfs.org.uk

7.2 Communication

Information of a general nature from the school to parents is usually conveyed home by letters from the Head Teacher and sent out via email in the first instance. These letters include such items as alterations in normal school hours, examination arrangements and 'upcoming events' on the school calendar. We ask that the school email address is saved as a contact to avoid communication being redirected to a junk mail inbox: lochsideacademy@aberdeencity.gov.uk

The school's website (www.lochside.aberdeen.sch.uk) features various detailed information that allows parents/carers to keep up to date with school information and events.

The school will also use social media to keep parents updated on news from the school.

GroupCall text messages will be used in the event of an emergency or for attendance queries.

Please refer to the Parental Communication Policy on the school website for further details for further information.

7.3 Learning at home

Learning at home plays an important role in the education of young people. At all stages in their school career pupils are expected to support their class work by learning at home. Home Learning is used to encourage the development of good study habits and promote pupil's responsibility for their own learning.

Home Learning can take many forms; set written exercises, research for project work or folios, independent study, reviewing class work. The nature, amount and duration of homework will vary from subject to subject and pupil to pupil. As a general guide the time a pupil spends on homework will increase as they progress through the school.

Parents have an important role in encouraging their children to see learning at home as an important and helpful part of their education. It will be beneficial if parents can provide a table or desk in a quiet area away from distractions. Time should be set aside for home learning.

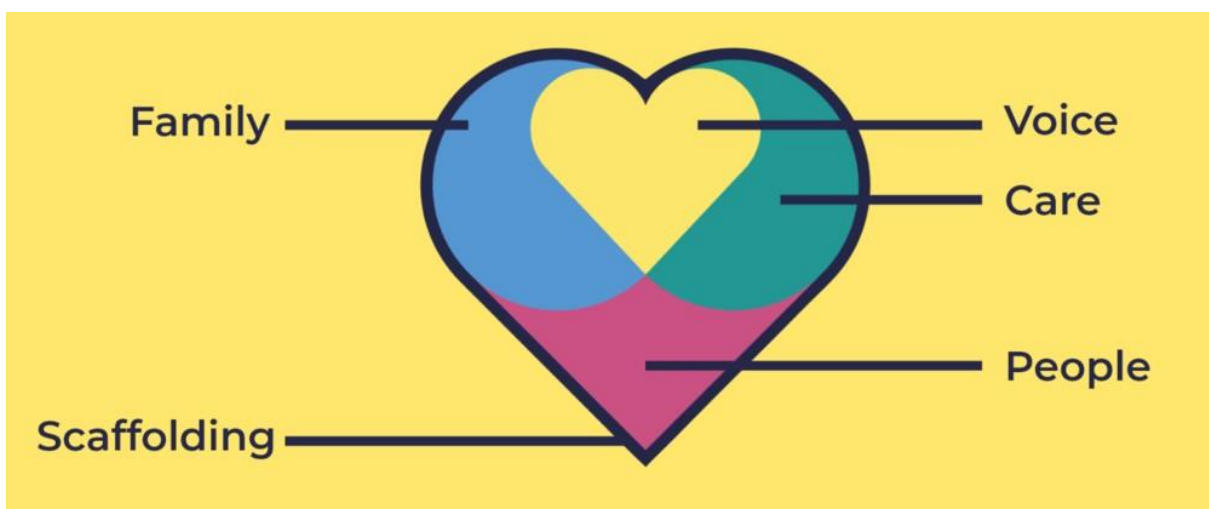
Section 8: Partnerships

At Lochside Academy, we want Scotland to be the best place in the world for children and young people to grow up and take full advantage of our resources and partnerships to be inspiring individuals. We actively develop, maintain and promote strong partnerships approaches with strategic partners to improve outcomes for young people and continued self-improvement for the school and community. Such is the crucial importance of partnership working for us as a school, we are one of the only schools in Scotland to have created a Principal Teacher of Achievement & Partnership position. All our partnerships are based on mutual trust and respect for the particular contribution each partner bring and are integral to ensuring that in partnership with each other we are outstanding together. As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.

8.1 Youth Work Team in schools

We have a strong, responsive and imaginative youth work team in Lochside Academy that supports and empowers young people to improve their wellbeing and life chances to achieve the national youth work outcomes (see below) and the Scottish Government's National Improvement Framework priorities. The Youth Work in Schools Team at Lochside Academy are:

- Sharon Desbois Development Officer
- Morag Kennedy Youth Worker
- Caitlin Goddard - Youth Worker (Promise)
- Morna Sinclair - Youth Worker (Promise)



National Youth Work Outcomes and Skills Framework

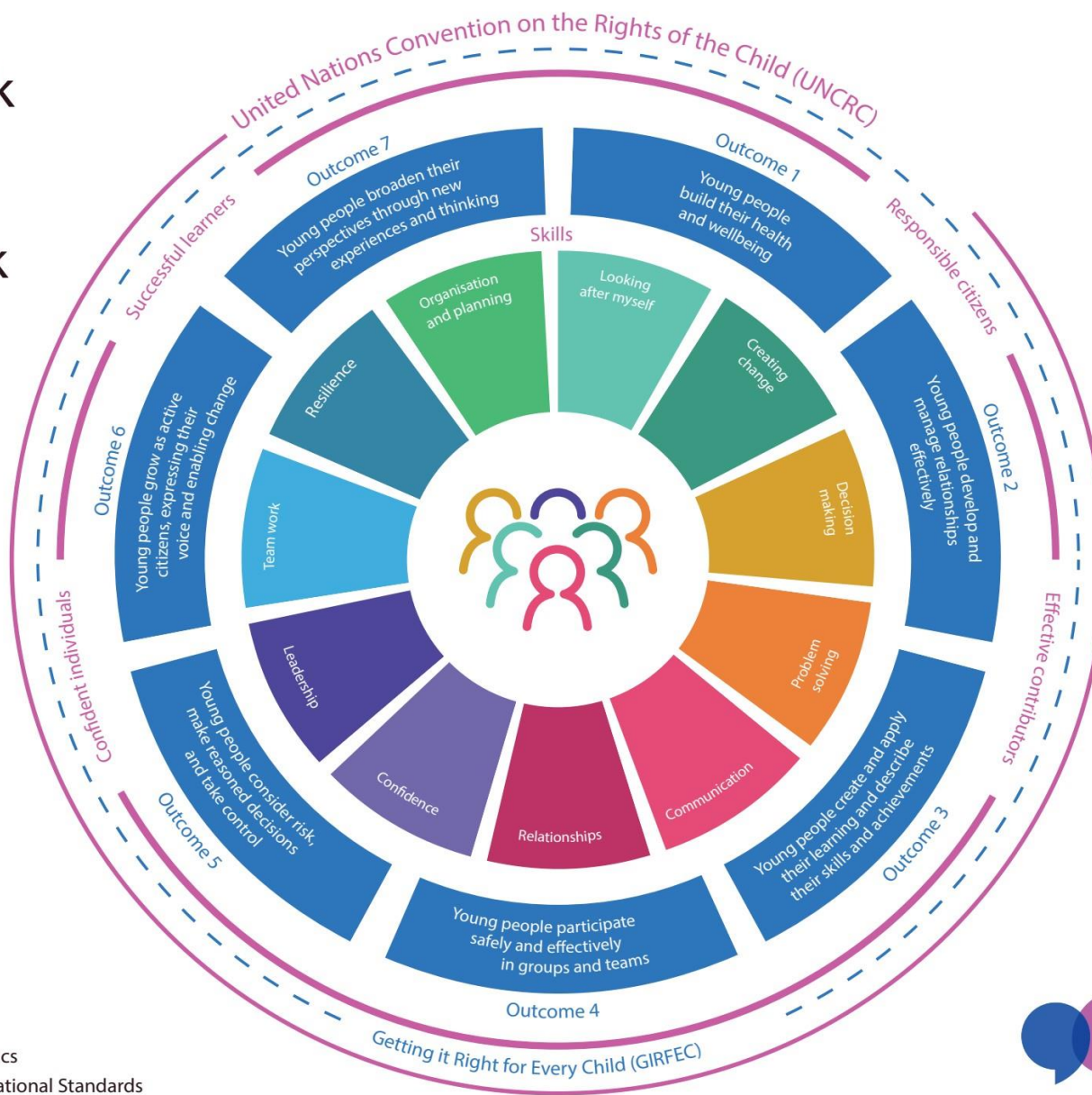
Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

Children and Young People
We grow up loved, safe and respected so that we realise our full potential

Education
We are well educated, skilled and able to contribute to society

Health
We are healthy and active



8.1 Chaplaincy Team

Lochside Academy has an ecumenical School Chaplaincy team that is drawn from those who have involvement in our catchment area but are available to help any pupil who wishes their counsel and advice. They meet pupils in year groups at different times of the year, within the framework of our policy on Religious Observance, for times of reflection.

The School Chaplains are:

Rev Edmund Gatima, Torry St Fittick's

Rev Ian Lloyd, Torry United Free Church

Mrs Leanne Seal, King's Community Church

8.2 Business Partnerships

At Lochside Academy we are committed to working with a range of partners/employers to support our young people in developing the skills and knowledge they will need for a successful transition to the world of work. These partnerships build on existing good practice and sustainable links with employers to access the skills, knowledge, experience and support which our partners can provide. Working with partners enhances learning and teaching across the curriculum and helps prepare young people for the future. Opportunities for work placements to support individual progression pathways are provided when appropriate, and these can also be linked to certificated awards.

Developing the Young Workforce

Developing the Young Workforce (DYW) is a seven-year programme (2014-2021) that aims to better prepare children and young people from 3–18 for the world of work.

This programme builds on the foundations already in place as part of Curriculum for Excellence and aims to reduce youth unemployment by 40% by 2021.

In response to the proposals in The Wood Commission Report by Sir Ian, Lochside Academy is committed to taking forward the recommendations of 'Developing the Young Workforce', Scotland's Youth Employment Strategy by

- Developing and enhancing the Broad General Education and Senior Phase to incorporate a more industry influenced focus on employability and relevant skills development.
- Creating partnerships with businesses to achieve better co-ordination between school and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged

- improving sustainable positive destinations by focussing on Career Education, Careers Advice, teacher learning and an increase in vocational opportunities to support every young person's learning pathway.

We are working with a range of partners/employers to support our young people in developing the skills and knowledge they will need for a successful transition to the world of work. These partnerships build on existing good practice and sustainable links with employers to access the skills, knowledge, experience and support which our partners can provide. Working with partners enhances learning and teaching across the curriculum and helps prepare young people for the future. Opportunities for work placements to support individual progression pathways are provided when appropriate, and these can also be linked to certificated awards. Partners may also provide mentoring to support young people with guidance, motivation, emotional support, and role modelling.

Our Partners include:

Aberdeen Altens Hotel	John Clark Motor Group
Aberlour Child Care Trust	NHS Grampian
Balfour Beatty	Novabiotics
Barratt Homes	Peterson Global
BP	Petrofac
Chap Construction	PWC
Deemouth Artist Studio	Robert Gordon University
EnQuest	Savills
ETZ	SHMU
Faithful & Gould	Space Solutions
GlamCandy	Specsavers
Grant Thornton	Subsea 7
Indigo Technologies	University of Aberdeen
Novabiotics	Vital Energi

Section 9: Your School Staff Team

9.1 Staffing Policies and Brief Job Descriptions

We seek to manage well qualified personnel and all available resources, to maximise the range of learning opportunities on offer, and to promote pupil success at every stage and level. Staffing provision is calculated annually on a formula related to the pupil roll. The staff allocation to departments is based on curriculum policy guidelines and by pupil choices. All Teachers are qualified by subject(s) and by registration with the General Teaching Council of Scotland. Teachers have direct responsibility for the teaching environment and the encouragement of learning, integrated with assessment, profiling and reporting. They also have a commitment to professional development as well as the formulation and implementation of departmental and whole-school policies and procedures.

The Senior Leadership Team consisting of the Head Teacher, five Depute Head Teachers and the School Support Services Manager meets regularly to discuss matters of policy; evaluate the school's work; and implement school improvement plans.

Each Faculty Principal Teacher is responsible for the preparation of courses, organisation of resources and management of staff in a department, to achieve efficient and effective pupil learning in that subject or grouping of subjects. Assessment, evaluation and record-keeping are all integral parts of subject responsibility.

Principal Teachers of Pupil Support (PTPS) have skills, experience and an allocation of non-teaching time to help individual pupils in the group for whom the PTPS are responsible for providing pastoral support. This usually takes the form of advice about subjects and career intentions or support with a problem and the PTPS is usually the first point of contact for parents. Contact between PTPS and parents is always welcome and normally helps everyone involved. Each pupil should know his/her PTPS, who is allocated for the whole of the individual pupil's school career. Group guidance through Social Education can also contribute to personal development.

In several ways Pupil Support staff enhance achievement in the learning process for individual pupils. This support can take the form of presence in class, working co-operatively with subject teachers to assist children with learning difficulties, and co-ordination of specialist help, when appropriate. Pupil Support staff also provide advice to teachers about learning difficulties and are consulted about the design and production of learning materials.

The Library Resource Centre Co-ordinator, Technicians, Office, Medical, and Janitorial staff are all qualified in accordance with national and regional agreements covering their detailed job descriptions. They all contribute substantially to the supportive network for education.

9.2 Staff list

TEACHING STAFF		Aug	2023	
Head Teacher		Justin	Noon	
Depute Head Teachers		Joanne	Campbell	Thistle House
		Susanne	Henderson	Myrtle House
		Colin	McKenzie	Gorse House
		Jennifer	McWilliam	
		Mike	Will	Heather House
Principal Teachers of Pupil Support	Lead PTPS	Hannah	Beagrie	Heather House
		Elizabeth	Gilbert	Heather House
		Megan	Jewers	Myrtle House
		Hannah	Scriven	Myrtle House
		Charlie	McGuire	Gorse House
		Lauren	Skinner	Gorse House
		Deborah	Duthie	Thistle House
		David	McNally	Thistle House
Principal Teacher of Curriculum and Positive Destinations		Michelle	Bews	
Principal Teacher of Quality Improvement		Jennifer	Dick	
Principal Teacher of STEM		Beth	Nicoll	
Principal Teacher of Attainment & Achievement		Will	McFarlane	
Principal Teacher of Transition and Quality Improvement		Paul	Donald	
<u>FACULTY</u>	<u>DEPARTMENT</u>			
Creative and Expressive Art				
	Art	Lorna	Coyne	
		Kerry	McManus	Probationer
		Eilidh	Simpson	
		Kori	Stewart	
	Drama	Phyllis	Livingston	
	Music	Jacqui	Yule	Faculty Head
		Karen	Cardy	
		Sophia	Michael	

Design and Technology				
	Business Studies	Gideon	Adu-Gyamfi	
		Michelle	Bews	
		Cerys	Milne	Probationer
	Computing	Ade	Adegoke	
		Ayman	Aldeen	
	Technology	Gavin	Irvine	Faculty Head
		Beth	Nicoll	
English & Literacy	English	Almorisa	Albashir	
		Kelsey	Atkinson	
		Anna	Cormack	
		Hannah	Hall	
		Lesley	Irving	Faculty Head
		Siobhan	McCann	
		Kelsey	McNeil	
		Adam	Robertson	
Health and Wellbeing				
	Home Economics	Katie	Macdonald	Maternity Leave
		Osezele	Michael	
	Physical Education	David	Duthie	Faculty Head
		Heidi	Bourne	Probationer
		Aaron	Jamieson	
		Kirsty	McDonald	
		Will	McFarlane	
		Peter	Meszaros	
		Aaron	Myles	
		Lisa	Smith	
Humanities	Geography	Kierron	Graham	
		Uduma	Ikpa	
	History	Emily	Burns	
		Aileen	Dickson	
		Joel	Garden	
		Erin	Whyte	Faculty Head
	Modern Studies	Lauren	Clark	
		Kirsty	McLeod	
		Cara	Shaw	
Maths & Numeracy	Mathematics	Rochelle	Bowie	
		Tina	Donalson	Probationer
		Andrew	Forsyth	
		Julie	Irvine	
		Olga	McGillycuddy	Probationer
		Katie	Park	
		John	Shaw	
		Susan	Simpson	
		Craig	Wilson	Faculty Head

Cultural Studies				
	Modern Languages	Lauren	Coates	FH Maternity Leave
		Marina	Boyer	
		Thomas	Chabaud	
		Rebecca	Paul	Probationer
	RMPS	Donnah	Erskine	
		Rebecca	McGuckin	Maternity Leave
		Nikki	McLeod	Probationer
Science				
	Biology	Dale	Arey	
		Kevin	Beagrie	Faculty Head
		Kira	Hampson	
		Viv	McNeil	
		Syandayl	Gove	
	Chemistry	Nazma	Abbas	
		Jennifer	Dick	
		An-Ting	Liao	
	Physics	Joanne	Bowring	
		Alex	McLeod	
Targeted Support		Ade	Adegoke	
		Jany	Arthur	
		Albert	Bil	
		Helen	Clubb	
		Gillian	Forbes	
		Melanie	Forbes	
		Maureen	Gordon	
		Ryan	Hewitt	
		David	Lawrence	
		Uliana	Maksymiuk	
		Mary	Molloy	
		Aaron	Osardu	
		Kathy	Rapley	Faculty Head
		Gemma	Smith	

Support Staff

ADMINISTRATION			
Name		Designation	
Anne	Jaques	Administrator	SUPPORT STAFF
Anne	Divers	Snr Support Assistant	SUPPORT STAFF
Sara	Henry	Support Assistant (Maternity Leave)	SUPPORT STAFF
Lesley	Massie	Support Assistant	SUPPORT STAFF
Lynne	Masson	Support Assistant	SUPPORT STAFF
Claire	McConnvile	Support Assistant	SUPPORT STAFF
Audra	Nicolson	Support Assistant	SUPPORT STAFF
Marta	Pinheiro	Support Assistant	SUPPORT STAFF
Deborah	Roberston	Support Assistant (Attendance)	SUPPORT STAFF
Danielle	Stewart	Support Assistant	SUPPORT STAFF
Julie	Walker	Support Assistant	SUPPORT STAFF
AGENCY PARTNERS			
Alan	Clark	Librarian	LIBRARY
Karen	Goodwin	School Nurse	MUTLI AGENCY
Fiona	Ferrier	SDS Careers Advisor	MUTLI AGENCY
Sandra	Stark	SDS Careers Advisor	MUTLI AGENCY
Susie	Sutherland	School Counsellor	MUTLI AGENCY
Sharon	Debois	Youth Worker	MUTLI AGENCY
Morag	Kennedy	Youth Worker	MUTLI AGENCY
Martin	Ross	Education Social Work	MUTLI AGENCY
Caroline	McEwen	Education Social Work	MUTLI AGENCY
Alison	Milne	Home School Liaison Officer	MUTLI AGENCY
Trisha	Walker	Family Liaison Officer	MUTLI AGENCY
Stephanie	McGarrie	School Based Police Officer	POLICE
Shona	Kelly	Catering Lead	CATERING
TECHNICIANS			
Greg	Davidson	Supervisory Technician	SUPPORT STAFF
Joolz	Anderson	Technician	SUPPORT STAFF
Wendy	Lyon	Technician	SUPPORT STAFF
Wayne	Matthews	Technician	SUPPORT STAFF
Stephannie	Wattie	Technician	SUPPORT STAFF
Frank	Lyall	ICT Support Analyst (ACC)	ACC
PSA's			
Amy	Anderson	Target Support	PSA
Natasha	Battensby	Target Support	PSA
Sandra	Craig	Target Support	PSA
Jennifer	Donaldson	Target Support	PSA
Alice	Duncan	Target Support	PSA
Laura	Gerrard	Target Support	PSA
Donald	McKay	Target Support	PSA
Kim	Mills	Target Support	PSA
Angela	Mitchell	Target Support	PSA
Louise	Shed	Target Support	PSA
Fiona	Sim	Target Support	PSA
Julie	Trease	Target Support	PSA
Mary	Whitehead	Target Support	PSA
Andy	Will	Target Support	PSA
Sara	Williamson	Target Support	PSA

Section 10: Useful Information & Contacts

10.1 Parental financial support guidance

Poverty Proofing Schools – support for parents / carers

Useful Telephone Numbers

The Financial Inclusion Team Aberdeen City Council Tel 03000 200 292 open

Monday to Friday 9am to 5pm

E mail moneyadvice@aberdeencity.gov.uk

This service offers;

- Advice and advocacy on all aspects of Social Security benefit entitlement
- Money, Budgeting and Debt advice
- Help with form filling and letter writing
- Links with a number of other advice/ information centres across Aberdeen, some of them run by voluntary organisations
- Specialised advice on all aspects of Social Security benefits, Council Tax, Housing Benefits and Tax Credits
- Personal interviews can be arranged if problems are too complex to be dealt with over the telephone

Financial Inclusion Team / Homestart Project Money and Budgeting advice for families 01224 522709

Child Benefit (claims and enquiries) 0300 2003 100

Carers Allowance 01253 856 123

Benefit Enquiry Line 0345 6088 545

Job Centre Plus Claims 0800 055 6688

Scottish Welfare Fund 0800 03 04 713

ssafa (support for serving and former members of the armed forces and their dependants) 01224 708612

CFINE – Community Food Initiatives North East – provide support to beneficiaries who are navigating the Welfare system, budgeting and debt advice. They also operate a food bank which is open;

Monday 9am-1pm

Tuesday 10am-4pm

Wednesday 10am-4pm

Thursday 10am-4pm

Friday 1pm-4pm

CFINE also support Community food outlets which offer access to high quality produce including fruit and vegetables at affordable prices. These include; Altens Community Centre, Salvation Army Citadel, Cummings Park Community

Centre, Cummings Park Flat, Aberdeen Royal Infirmary, Hilton Community Centre, Kincorth Community Centre, Mastrick Community Centre, Northfield Community Centre, Peterculter Village Hall, Powis Community Centre, Rosemount Community Centre, Star Flat (Seaton), Shedocksley Community Centre, Tillydrone Community Centre, Balnagask Community Centre
For details of times of opening visit the CFINE website.

Instant Neighbour provide arrange of financial support services and a Food Bank
Tel 01224 489955 Email reception@instantneighbour.co.uk

SCARF offers free impartial advice to people to access financial assistance to lower fuel bills Tel 01224 213005 Email info@scarf.org.uk

10.2 Free School Meals entitlement

A free school meal is a school lunch to the value of a 2-course meal provided free of charge by Aberdeen Council. Free meal entitlement is automatically downloaded to pupil ParentPay account on a daily basis.

Entitlement to Free School Meals is linked to the benefit/income a family receives and will be provided if parents/carers are in receipt of:

- Income Support
- Income-based Job seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance (ESA)
- Child Tax Credit (CTC) but not Working Tax Credit (WTC), with an income under £16105
- Both maximum Child Tax Credit and Working Tax Credit with an annual income of up to £7,500
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £625
- Universal Credit, with a single parent/carer working less than 16 hours per week with an annual earned income from employment of less than £16,105
- Universal Credit, with both parents/carers working less than 24 hours per week with an annual earned income from employment of less than £16,105

Any person aged 16-18 years old in receipt of any of the benefits listed above is eligible to claim free school meals in their own right.

Applications for Free School Meals can be made online at <https://www.aberdeencity.gov.uk/services/education-and-childcare/school-life/apply->

10.3 Clothing grants

You can apply for a school clothing grant if you or your family receive any of these benefits:

- Income Support
- Income-based Job Seeker's Allowance (JSA)
- Any income related element of Employment and Support Allowance (ESA)
- Child Tax Credit (CTC), but not Working Tax Credit and your annual income is less than £16105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your annual income is less than £7,500
- Universal Credit and your monthly income is not more than £625
- Support under Part VI of the Immigration and Asylum Act 1999
- Housing Benefit and/or Council Tax Reduction

If you are an eligible student who receives an Education Maintenance Allowance you can apply for a school clothing grant for yourself.

Applications for a school clothing grant can be made online:

<https://www.aberdeency.gov.uk/services/education-and-childcare/school-life/apply-school-clothing-grant>

10.4 Education Maintenance Allowance

Senior Pupils who remain at school beyond the statutory leaving age of 16 may apply for an Education Maintenance Allowance (EMA). EMA is a weekly payment of £30 paid directly into the pupil's bank account every two weeks. Pupils must meet all terms of their EMA Learning Agreement before payment is made.

EMA entitlement is based on an assessment of household income in the previous financial year. More information and applications can be found at:

<https://www.aberdeency.gov.uk/services/education-and-childcare/school-life/education-maintenance-allowances>.



10.5 National Education Contacts

NAME & ADDRESS

CONTACT DETAILS

Care Inspectorate (Social Care and Social Work Improvement Scotland)

Johnstone House
Rose Street
Aberdeen AB10 1UD

Tel: 0345 600 9527
enquiries@careinspectorate.com
www.careinspectorate.com

Childline

Tel: 0800 1111
www.childline.org.uk

Children in Scotland

Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working together with children and their families in Scotland.

Tel: 0131 313 2322
info@childreninscotland.org.uk
www.childreninscotland.org.uk

Enquire

The Scottish Advice Service for Additional Support for Learning

Tel: 0345 123 2303
info@enquire.org.uk
www.enquire.org.uk

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingstone EH54 6GA

Tel: 0141 282 5000
enquiries@educationscotland.gov.uk
www.educationscotland.gov.uk
Education Scotland is an Executive Agency of the Scottish Government, tasked with improving the quality of the country's education system.

Grampian Racial Equality Council (GREC)

41 Union Street
Aberdeen AB11 5BN

Tel: 01224 595505
info@grec.co.uk
www.grec.co.uk

Parent line Scotland

Tel: 0800 028 2233
www.parentlinescotland.org.uk

Connect Scotland

(formerly Scottish Parent Teacher Council) work with parents and educators. They provide information, advice and training, all focused on parental engagement in children's learning.

<https://connect.scot>
Tel: 0131 4746199

The National Parent Forum of Scotland

Gives parent councils and parents an opportunity to discuss and raise educational issues or mutual interest or concern at a national level. They provide Nutshells to ensure parents understand changes at government level.

<https://www.npfs.org.uk/>
Rosebery House, 9 Haymarket
Terrace, Edinburgh, EH12 5EZ
Tel 0131 313 8842
office@npfs.org.uk

The Parent Zone

Find out how you can support your child's education, information for parents and carers.

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