

DYCE ACADEMY



School Prospectus

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Introduction

Welcome to the Dyce Academy Prospectus.

This booklet has been put together to provide information for anyone who is interested in our school. As most readers are likely to be new pupils and their parents, the booklet is directed at pupils.

Dyce Academy opened in 1980 and is now a well-established, medium-sized secondary school with about 550 pupils. We are small enough for everyone in the school to get to know each other but large enough to be able to offer a full range of courses to our pupils.

In 2000 Aberdeen City Music School was sited at Dyce Academy. The pupils of ACMS are also pupils of Dyce Academy.

Most of our pupils come from the village of Dyce on the outskirts of Aberdeen and from the rural area around Dyce, including the village of Newmachar.

Over the years we have built up a very good reputation for providing a pleasant environment which stimulates learning and encourages responsible behaviour in pupils. Our pupils have been very successful in gaining employment and places at colleges and universities throughout the country.

We have a highly trained, hard working and caring staff who enjoy working with our pupils who are generally well behaved and well motivated. We are also pleased to have developed good links with the parents of our pupils and the local community in general.

The information in this booklet is arranged in several sections. These include: General Information; Pupil Welfare; Procedures; Curriculum; School Parents and Community and School Policies

The yellow pages give the facts and figures which change from year to year and the statistical information which we are required to publish.

Our school website provides further information and updates to any changes that have arisen since this prospectus was published.

Aberdeen City Music School

ACMS is a national music school for young musicians with well above average ability. It offers a specialist music curriculum within a comprehensive secondary education setting at Dyce Academy, providing music tuition of the highest quality. This exciting school has been made possible as a result of funding from the Scottish Executive.

ACMS aims to encourage musical excellence and stretch each pupil to his/her full potential, within a comprehensive school environment, through:

- Identifying potential at audition – acceptance into ACMS depends on musical ability not financial status
- Providing high quality tuition, including masterclasses, in a wide range of instruments/voice

- Providing high quality, broad musical education including a second study as well as a main instrument, a wide range of musical styles, ensemble work and specialist music classes covering composition, aural training and general musicianship
- Making the learning process good fun not just hard work
- Providing the opportunity to take part in public performances
- Offering a friendly and caring environment
- Providing high quality boarding facilities for those pupils who require them, staffed by adults who have a good understanding of young people

ACMS also aims to contribute to the cultural life of Scotland through:

- Working closely with national orchestras and artists
- Providing a high quality outreach programme that will benefit other schools and interested groups

Aberdeen City Music School (ACMS) - General Policy Statement

Following success at audition, pupils are enrolled in ACMS and Dyce Academy.

Pupils can be admitted to ACMS for any year. A specialist music curriculum will be devised on an individual basis for each ACMS pupil. This will be made up of regular (weekly) specialist instruction in the pupil's instrument(s), masterclasses, individual practice, ensemble work and specialist academic music classes. Progress will be constantly reviewed.

The time for this specialist curriculum will be found by extending the school day until 1700 hours and modifying the mainstream school curriculum slightly to provide 4-5 hours per week during the normal school day giving a total of approximately 10 hours per week.

The courses to be dropped will be agreed on an annual basis through discussion between the parents, pupil and appropriate Dyce Academy Staff (management, guidance and subject staff where relevant). Course continuity will be ensured when this is regarded as essential. The school has decided that PSE will be compulsory for all pupils and that English and Mathematics will be compulsory for pupils in S1-S4. Pupils will be encouraged but not obliged to ensure that curriculum balance, as defined in National Curriculum Guidelines, is maintained. No pupil, however, should miss out any subject for both of S1 and S2 or any subject or subject area, which is compulsory for mainstream pupils for both of S3 and S4. The staff have agreed that the partial study of a subject in S1/S2 will not preclude an ACMS pupil from choosing that subject area in S3.

Once a timetable has been agreed for a session every effort will be made to avoid ad hoc arrangements for musical activities, which would involve missing classes. If the need for such arrangements does arise, they can only be made by following the school procedure for requesting such absence, which involves seeking the permission of the teacher of the classes to be missed.

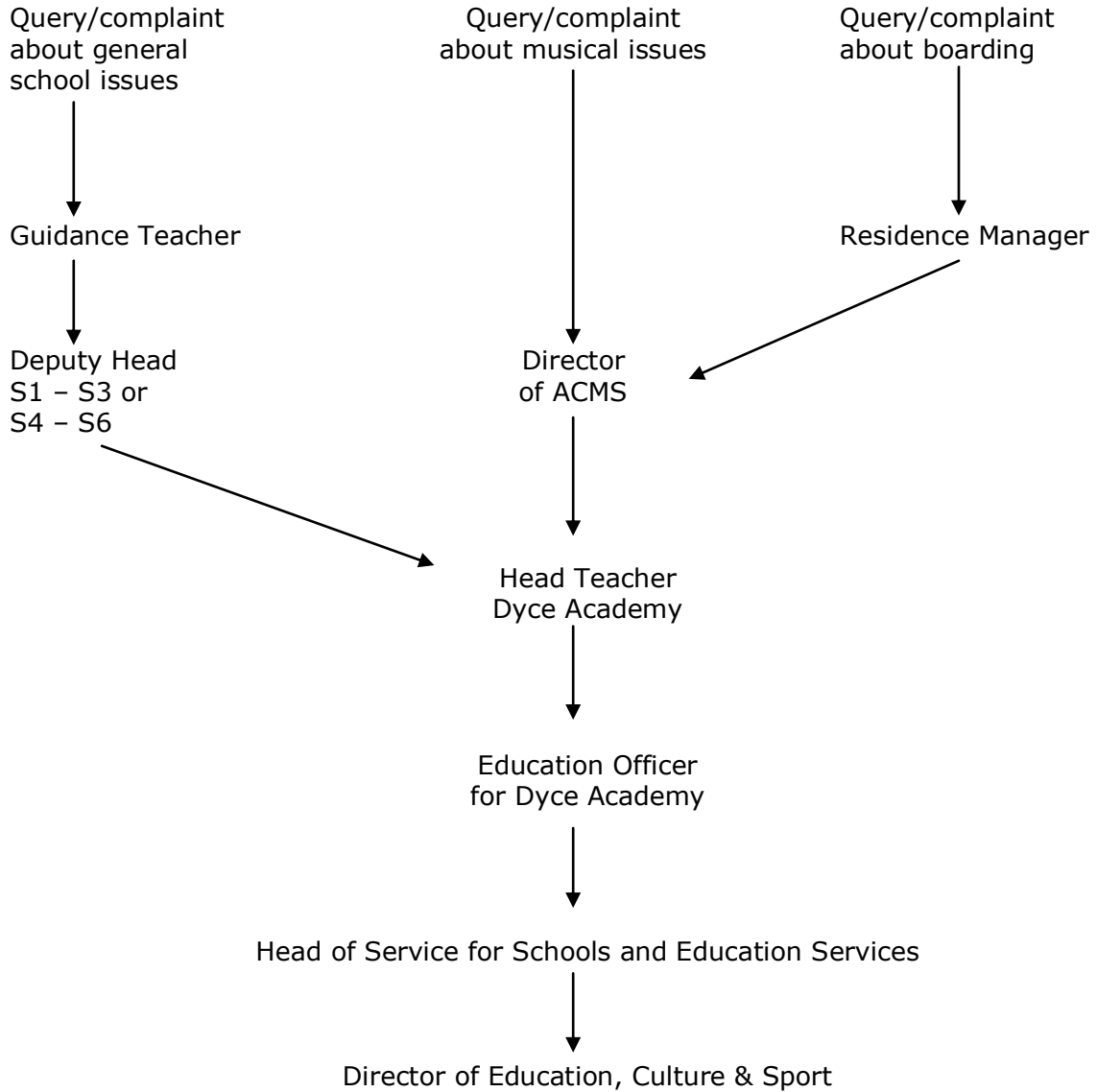
Accommodation for pupils outwith reasonable travelling distance will be provided by ACMS. There is a parental contribution of less than 10% of the cost of boarding with reasonable concessions available. Breakfast and an evening meal will be provided but not lunches or other snacks.

At present, ACMS will meet the cost of transporting pupils to and from musical activities outwith school hours, which have been arranged by ACMS. The cost of transport to and from social or extra-curricular activities will not be met by ACMS.

As is customary at specialist music establishments, ACMS students will have certain obligations in relation to music performances. They will be expected to take part in performances organised by ACMS, some of which may be at weekends, when requested to do so. They will also be required to seek the permission of the Director to take part in performances not organised by ACMS. This is to prevent overload and protect the good name of the pupils and the music school.

Query/Complaint Procedures

If you have a query or complaint what do you do? Please see diagram below –



Aims of Dyce Academy

The aims of Dyce Academy are to provide a wide range of challenging, interesting and enjoyable educational activities which will provide pupils with opportunities for the development of:

- core areas including literacy, numeracy and health and wellbeing, both within subject areas and across the curriculum
- knowledge and understanding
- abilities, talents and interests
- social skills, including the development of self-respect and consideration of others

within a structure which allows for the different needs of individual pupils.

We seek to achieve these aims by:

- creating a positive working atmosphere
- using a variety of learning and teaching approaches within a clearly structured framework
- drawing on a wide range of resources
- encouraging pupils to work towards realistic but challenging targets
- monitoring, recording and communicating individual pupil's progress
- giving pupils some choice in, and responsibility for, their own learning
- evaluating current school practices on a regular basis
- encouraging and providing staff development opportunities

We believe that in achieving our aims we will enable young people to become successful learners, confident individuals, responsible citizens and effective contributors so that they may take an active and fulfilling role in the world.

The School Day

The day starts with a ten-minute registration period in register classrooms. Pupils will then be in classes for four 'periods' during the day, each one lasting one hour and twenty minutes.

There is a break between each of the teaching periods - two fifteen-minute intervals in the morning and a lunch break of one hour.

This is the timetable for the day:

Warning Bell	8.25 am		
Registration	8.30 am	-	8.40 am
Period 1	8.40 am	-	10.00 am
Interval 1	10.00 am	-	10.15 am
Period 2	10.15 am	-	11.35 am
Interval 2	11.35 am	-	11.50 am
Period 3	11.50 am	-	1.10 pm
Lunch	1.10 pm	-	2.10 pm
Period 4	2.10 pm	-	3.30 pm



PUPIL WELFARE

Assemblies

Guidance

Discipline

Safety (School Rules)

Child Protection

Pupil Council

Extra Curricular Activities

Canteen – Healthy Eating

Lockers

Community Health and Sickness

Assemblies

There is an assembly for each year group once per week throughout most of the school year. The day on which any particular year has its assembly varies from week to week. On the day on which there is assembly, pupils of the year involved still report to their register classroom as normal and only after registration go to the area set aside for assembly.

These assemblies are usually taken by a member of the senior management team. Some topic or issue is discussed in a way which encourages pupils to reflect on their attitude to life and the world about them.

Guidance

In order that each pupil feels confident and comfortable in school and thus maximises their potential, each pupil will have a Guidance Teacher. This teacher will keep in touch throughout a pupil's time in the school. He or she will help particularly when a pupil first comes to the school, when a pupil chooses his/her courses for S3 and when a pupil is thinking of a future career. The Guidance Teacher's main job, however, is to get to know each pupil in their caseload and be available to help with any problem a pupil may have. He or she will also talk with a pupil if there are concerns about progress or behaviour. Usually, members of the same family will have the same Guidance Teacher so that both parents and Guidance Teacher should get to know each other well too.

Our Guidance team currently consists of three members of staff:

Mr K Davidson (classes A, B and C)

Miss J Moir (classes F, G and H)

Mrs L Rodland (classes W, X and Y)

Peer Card/Praise Slips

An ethos of achievement and attainment is strongly encouraged at Dyce Academy. To recognise our pupils' good behaviour, effort and good citizenship both outside and within the classroom, a number of strategies are in place. For S1/S2 a PEER Card system operates whereby pupils can earn PEER stamps for positive effort and action. This success is then communicated to home via a letter from the PT Guidance. For S3/S4 a Praise Slip system is in place. Again, through positive effort and behaviour, students can earn Praise Slips which are signed by parents and returned to the student's Guidance Teacher who collates them.

An annual award, the Raymond Littlejohn Cup, is awarded to the end of the summer term to the pupil who has made the most significant contribution to the life of the school.

Peer Helpers

S6 students taking on the role of Peer Supporter for the S1 pupils has been a long standing tradition at Dyce Academy. This is a volunteer scheme whereby S6 students undertake training on communication and listening skills, child protection issues, decision making and team working as well as liaison with members of staff. This equips the students to take on responsible and varying roles such as:

- Supporter at the Cullen Experience
- Classroom assistant

- Attendance at registration
- Running events such as an S1 disco
- Acting as a buddy to those finding the transition more difficult

Discipline

There are a large number of pupils in the Academy. If we are going to work together happily and make the school a pleasant place to be in, we all have to follow an acceptable code of behaviour.

We have no intention of making lots of unnecessary and, therefore, unreasonable rules. The rules we have made appear in other parts of the booklet in relation to certain procedures (eg attendance and safety) where the need for them is obvious.

In general, what we expect of everyone in the school is to behave in a civilised, responsible way, namely:

- To show respect for and be polite towards each other, staff and visitors to the school
- To care for the building and the equipment in it
- Whilst there is no compulsory school uniform pupils are expected to dress reasonably, ie not to come to school in clothes which are revealing or provocative or carry offensive slogans
- Not to interfere with the property of others

We obviously hope that all pupils will accept and follow this code of behaviour. If, however, a pupil persistently breaks the code, one of the first things the school will do is contact parents with a view to discussing the causes of the problems with them. If a pupil's behaviour becomes a threat to the smooth running of the school, a pupil may be temporarily excluded from school.

Mobile Phones/MP3 Players

The school has the following policy in relation to mobile phones:

It is recognised that many pupils will want to bring mobile phones to school but, as with other valuable items which are not required, the school will not accept responsibility for any loss or damage to them. Mobile phones and MP3 Players must be switched off during classes and must not be visible. Failure to comply with this instruction will result in confiscation of the phone for the remainder of the day. Parents may be asked to collect the phone/MP3 Player if it is confiscated more than once.

THE USE OF CAMERA PHONES IN CLASSES OR IN ANY OTHER PART OF THE SCHOOL BUILDING IS STRICTLY FORBIDDEN.

Parents who wish to contact their child during the school day should do so through the school office.

Safety (School Rules)

In Dyce Academy we keep school rules to a minimum and those that are made are designed to make sure the school is a safe, happy place. Parents and pupils will all recognise that the following rules are necessary to ensure that this happens:

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

Note to Parents

Supervision: *The Education Authority makes no provision for the supervision of pupils outside the classroom. Every effort is, however, made to ensure that an orderly atmosphere prevails in the school and that any incidents around the school are dealt with quickly and effectively.*

The school cannot, however, provide even this safety cover once pupils leave the school grounds. We suggest, very strongly, that pupils remain in the school grounds at intervals and at lunchtime if they do not go home for lunch. If, however, they do leave the grounds, it must be recognised that they are on their own.

Insurance: *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.*

The City Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg 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.

Child Protection

Aberdeen City Council policy states:

"Given on-going concern on the subject of child abuse and changes in the law, schools are now required to report if they think any child has come to harm as a consequence of child abuse.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and has been specially trained for this task. Should you wish to talk further about Child Protection and the safety of the children, please feel free to contact the Head Teacher.

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

Pupil Council

Pupils will be able to make their views known at Dyce Academy by means of the Pupil Council. This consists of pupils drawn from the whole range of classes in the school, with one representative per class. It meets regularly throughout the year at lunchtime. The council is an opportunity for pupils to discuss aspects of the school and make recommendations about future developments. Class representatives are elected by their class and are responsible for making known the views of the pupils they represent.

Extra Curricular Activities

Pupils will have the opportunity to join groups which meet outwith normal school hours. These change from year to year but usually include a wide range of activities. There are, for example, well established groups for Basketball, Football, Debating, the Duke of Edinburgh Award Scheme and a number of Music groups.



There is usually a school show each session.

Pupils will also be offered the chance to go on a variety of trips - both at home and abroad - throughout the session; for example, visits to the theatre, sailing/walking expeditions, foreign sightseeing trips.

Canteen – Healthy Eating

The school canteen operates a cafeteria service at lunchtime. Salads, sandwiches, hot snacks and hot and cold drinks are available as well as the usual two-course meal. The price of the two-course meal and of the other items are displayed in the canteen. After making their selection, pupils pay for their meal or snack at a till using the Accord Card. Pupils will be given more information and issued with a card before joining the Academy.

Snacks are also available from the canteen at both intervals.

Pupils who bring packed lunches to school should eat them in the school canteen. No food is allowed in the teaching block.

Parents who feel their child is eligible for free meals should please contact the school office where they will be issued with the appropriate form to complete.

Accord Card

All pupils are eligible for an Accord Card upon transition from Primary School to the Academy. This is required for purchase of food and drink from the school canteen. The Accord Card also entitles the pupil to free Young Scot membership until their 19th birthday. This entitles the cardholder to local, national and European discounts including entertainment, culture, clothes and beauty stores.

Application forms for this service will be supplied to all P7 pupils, along with a request for a photograph. Accord Cards will be sent to the pupil's home. If a card is lost or damaged a replacement card can be requested via the school office. A temporary card may be issued if needs be. Money can be loaded on to Accord Cards either through cheque or the cash loading machine sited in the school canteen.

Lockers

Lockers are sited in the school canteen and may be rented for a non returnable fee of £5.00. This fee covers however long the pupil wishes to use the locker. Pupils are responsible for the security of their lockers and should not divulge their security code to anyone else.

Community Health and Sickness

If a pupil feels unwell in class, the class teacher should be informed who will give the pupil a memo slip to go to the school office. In most instances the school office staff will be able to deal with the matter, but in more serious cases they will contact a senior member of staff to arrange for qualified medical aid to be sought.

Sometimes a pupil may have to be sent home but this will only take place once home has been contacted by the school office and suitable transport arrangements made. The school must be supplied, by the parent of every child, with an emergency contact address, eg grandmother, aunt, neighbour, parent's employer, or some other person so that the school can quickly inform someone and arrange for a pupil to be looked after if parents are not contactable. It is essential that this information is accurate and changes in circumstances must be indicated to the school. Failure to do this might mean that parents have to be contacted at work.

If a pupil suffers from any recurring illness or have to take medicines or tablets during the school day, please inform the appropriate Guidance Teacher and in this way it may be possible to give a student speedier and more effective assistance if any difficulty arises.

When parents know that their child will be absent for three or more days due to illness, they should contact the school, preferably by telephone, giving the reasons why. Even though this is done pupils will still require to bring an absence note on return.

First Aid

A team of trained first aiders are on hand to administer first aid. If the first aider deems it appropriate and advisable, parents will be contacted and requested to take their child to either the local doctors' surgery or to Accident and Emergency for further treatment.

School Health Team

The School Health Team includes the School Nurse (part-time) and the School Doctor who work in close liaison with School Staff, especially the Guidance Team and other health professionals to help pupils maintain their health and wellbeing. In this way they can gain as much as possible from their time at school.

This includes:

- Carrying out immunisation programmes as per school Health Services requirements
- Co-ordinate care plans and advice for pupils with special needs
- Raising awareness of health needs and encouraging young people to adopt a healthy lifestyle through regular health checks and interviews

Medicines/Prescription Drugs – Arrangements for Administration

No staff at Dyce Academy, including the nurse, are allowed to issue any medication to pupils. This includes such things as paracetamol and throat lozenges. This is in line with guidelines produced by the Health & Safety Executive and medical organisations. The reason for this restriction is that a relatively small quantity of paracetamol can lead to overdose, the consequences of which are extremely serious. As we cannot be certain whether or not pupils requesting tablets have already taken paracetamol in some form, it is regarded as extremely unsafe to issue any tablets at all.

In some cases pupils must take prescription drugs while at school. In cases such as these, parents are asked to advise the appropriate Depute Head Teacher and convey a supply of the prescribed drug to school. It will be kept in a locked cabinet in the MICAS Base. Pupils should go to the MICAS Base at the appropriate time to take their medication. At that point they will be asked to sign a log to say they have received their medication.

PROCEDURES

Registration and Attendance

Communication

Leaving School

Request for Report or Reference

Transport

School Outings

Storm Arrangements

Adverse Weather Arrangements

Lost Property

Registration and Attendance

Each morning all students have to register with their register teacher in the room allocated to their register class. When pupils have a medical or dental appointment, written evidence of this must be shown to the register teacher on the appropriate registration day. This information is entered in the school's daily bulletin which is sent to every classroom by the end of the first period.

If a pupil does not attend registration at all he/she will be marked absent. Therefore, if a pupil is late arriving at school he/she must report to the office.

On return from an absence, a pupil must bring to school a note signed by the parent/guardian explaining the reason for non-attendance. This note should be handed to the register teacher who will send it to the office. This allows a check to be made to make sure everyone who has been absent has brought a note of explanation and any pupil who has not will be reminded to bring one. If a pupil is absent for more than three days without the school being contacted, a letter will be sent home seeking an explanation for the absence. Telephone calls, or e-mails, are appreciated especially if an absence is to last more than three days, but these must be followed by a written note as there is a possibility that phone calls or e-mails may not be genuine. If a pupil does not bring a note upon return to school, the school will contact parents pointing out this failure and asking for a note. All pupils leaving school during class time unaccompanied by a member of staff, must report to the office before they leave and when they return.

Note to Parents

The decision as to whether or not a pupil takes time off school is not the school's to make. It is a parental decision; we are not in a position to grant or deny absence. We obviously appreciate advance information of planned absences and will only respond if we think the absence could be judged to be truancy or if it is for a family holiday when we issue a standard letter. Time off to travel to football matches or to visit the hairdresser are not acceptable reasons for absence. Medical or dental appointments should, as far as possible, be made at times other than during the school day.

It is important that you recognise that pupils' absence from school can damage their progress which can in turn lead to underachievement in future examinations. Pupils missing classes are expected to find out what work has been missed and to catch up with this as soon as possible on their return to school. This is, however, no real substitute for doing the work with their classes. It is also important that you understand that class teachers cannot be expected to undertake any additional work to help pupils catch up with work missed due to holidays.

The school tries to operate a policy which states that pupils should not be out of school for more than 10 days in one year on school trips/family holidays.

Lateness

A warning bell sounds at 8.25 am to signal to pupils that they should be making their way to registration class. A second bell rings at 8.30 am to signal that registration has begun. Any pupil who enters the class after that second bell will be marked as late. If a pupil misses registration altogether, he/she should sign in at the school office and make his/her way directly to class. Again, at 2.05 pm a warning bell sounds and a second bell at 2.10 pm signifies that class has begun. Any pupils who enter class after the second bell will be registered as being late. Ten or more instances of being late will result in a letter to parents and a detention from the appropriate Depute Head Teacher.

Communication

Each day a daily bulletin is issued to the register teacher who reads it out during registration. It contains information that might affect all or only some pupils. This daily bulletin can be consulted on the plasma screen in the main foyer which displays notices relating to all school activities. Pupils who wish to have notices displayed in the bulletin may do so by first submitting them to the appropriate Depute Head Teacher.

A school newspaper, 'Update', is published about eight times per session.

The School Website is updated regularly and contains information about the school and departments - www.dyceacademy.aberdeen.sch.uk.

Leaving School

When a student comes to the end of their time at Dyce Academy and finally leaves school, or moves out of the area, they must go through a leaving procedure. A student should obtain a leaving form from the school office and take it to the Guidance Teacher who will explain how the system operates. When completed this form must be returned to the appropriate Depute Head Teacher.

Request for Report or Reference

If a pupil needs the school to supply him/her with a report or reference, please try to give as much warning as possible. It takes time for the school to gather together all the necessary information needed for a proper report.

Transport

If a pupil lives three or more miles away from school they are eligible for school transport and should contact the school office to obtain the necessary form.

The bus passes which are issued to pupils cover a three-year period. It is, therefore, very important that pupils look after their pass and do not dispose of it at the end of a session. If a student does lose their pass, a charge of £10.00 is made for a replacement.

Buses do not leave the school until 3.35 pm so pupils should not miss their bus. If a pupil does miss the bus, they must report to the school office when parents will be contacted and/or arrangements made to transport the pupil home.

If a pupil lives less than two miles from school but feel that it would be unsafe to walk or cycle to school, please let the school know. Free transport may be available on safety grounds.

Pupils are obviously expected to behave in a civilised manner on buses and to follow the instructions of the driver or escort. Failure to do this could result in temporary or permanent withdrawal of bus passes. Smoking is not permitted on school buses.

School Outings

In order to provide pupils with as wide a learning experience as possible, teachers will take pupils out of school from time to time. Usually these outings take place within a teaching period; on others the outing may last for a half-day or longer.

Parents will not be specifically informed when an outing is taking place within a teaching period. In many cases it will be obvious from the nature of the activity that pupils will have to go out of school, for example, cross country running, traffic surveys, etc. In many other courses, the course outline makes it clear that pupil will be involved in out of school activities. We believe that these outings are desirable to give pupils access to facilities not available in school and in many cases they are an essential part of a course. Pupils will always be supervised by a member of the school staff.

A letter will always be given to pupils to take home when an outing encroaches on the teaching period of another subject. This letter will let parents know the nature of the activity to be undertaken and will include a consent slip to be returned to the school.

Storm Arrangements

Sometime before the onset of winter, storm arrangements will be made. These ensure that every pupil who does not usually live in Dyce has an address in the village itself to which they could go in the event of a sudden storm blocking the roads and making it impossible to get home from school.

In the Admission Form parents will be asked to name someone in Dyce who would be willing to give their child a bed for a night, or possibly longer, should the need arise.

If parents cannot provide an address privately, the school will try to find one. It must be stressed that every effort should be made by parents to find a suitable address as the school could find it difficult to find places for all pupils.

Adverse Weather Arrangements

If weather forecasts are received which suggest that a serious storm may arrive during the day, pupils who live in country areas may be sent home early if it is felt that this can be done without putting them at risk. In the event of this decision being made we will not be able to contact parents. Pupils should, therefore, be able to gain access to their houses or to a neighbour's house. If this is likely to cause a problem, parents should inform the school.

School Day Starting Late

If the weather forecast for the following day suggests that there will be a significant snowfall overnight, school will not start until 10.00 am the following day. Arrangements will be made with our travel operators to pick up pupils 1½ hours later than usual. This will enable most of the school day to run as usual but avoid the early morning traffic congestion. On such days pupils should not arrive in school before 9.30 am.

When these arrangements are operating pupils will be informed the day before, if possible. In all cases, information will be broadcast on Northsound and Radio Scotland and put on the Schools Information Line and City Council website – see below.

Partial or Full Closure for the Full Day

On some occasions it is possible that there will be a large unexpected fall of snow overnight. All school transport does not always run the following morning and on such occasions transport information will be broadcast on Northsound and Radio Scotland and put on the Internet and Schools Information Line – see below.

On the days when some school transport does not run, the school is usually kept open for pupils who can get to school either because they live nearby or parents can transport them. It is very important, however, for parents of pupils who are usually transported to and from school by bus to recognise that if they bring their children to school in the morning they are also responsible for picking them up at the end of the school day. If no transport is running at all it is likely that the school will close for staff and pupils. This information will be broadcast on Northsound and Radio Scotland and put on the Schools Information Line and City Council website.

If there are no announcements to the contrary the school will be open and efforts will be being made to run all transport at the normal time. It is, however, important to recognise that buses may not be able to access all pick-up points. If a bus does not arrive within ten minutes of the usual time, pupils should return to their homes.

Aberdeen City Council provides a telephone service for schools – the Schools Information Line. The important feature of this is the Emergency Arrangements message for parents/guardians. Information on early closures or transport arrangements will be available and updated as necessary. You can access the Information Line by dialling 0870 054 1999. You will then be asked for a six-digit PIN number which is 011040 for Dyce Academy. You should then choose Option 1. The cost of the call from a landline is no more than 10p/call.

To obtain information from the internet go to www.aberdeencity.gov.uk/closure and click on Dyce Academy.

Lost Property

Pupils can help to avoid confusion by labelling appropriate property such as clothing for easy identification. Lost and found items should be reported directly to the school janitor. It is in pupils' own interests not to bring valuable items to school such as iPods and very expensive clothes. The school cannot be held responsible if pupils choose to ignore this and then lose belongings.

Valuable items, eg watches, which are found but not claimed from the janitor are passed onto the Police at Bucksburn - usually near the end of each term.

All pupils are responsible for their own property and the school does not accept responsibility for bags, articles, etc left unattended.

CURRICULUM

S1/S2

S3/S4

S5/S6

Bucksburn Link

Homework

Reports to Parents

Parents' Consultation Evenings

Support for Learning

MICAS

Library Resource Centre

Payment for Practical Subjects

Subject Information

S1/S2 Curriculum

In a pupils' first two years at the Academy, classes are mixed ability classes of about 20 pupils. Also in these first two years pupils will follow a common course where all pupils will study the same subjects. These subjects are as follows with the average number of periods per week over the two years, shown in brackets.

Art	(1)	Maths	(2¼)
Design & Technology	(1¼)	Music	(1)
Drama	(1)	Personal & Social Education	(½)
English	(2¼)	Physical Education	(1½)
French	(2)	Religious & Moral Education	(1)
Home Economics	(1¼)	Science	(2)
Information & Communications Technology	(½)	Social Subjects	(2½)

S3/S4 Curriculum

There are National Guidelines which lay out the range of courses which pupils are expected to follow in these years. Our pupils are advised to follow a course in each of the following areas throughout S3 and S4 (examples of the S Grade courses in each area are given in brackets):

Language and Communication Native Language	(English)
Language and Communication Foreign Language	(French)
Mathematical Studies and Applications	(Mathematics)
Scientific Studies and Applications	(Biology, Chemistry, Physics)
Social and Environmental Studies	(Geography, History, Modern Studies)
Technological Activities and Applications	(Computing Studies, Craft and Design, Home Economics)
Creative and Aesthetic Studies	(Art and Design, Drama, Music)
Physical Education	
Religious and Moral Education	

In addition pupils will have to follow other 'non-examined' courses - Personal and Social Education, Beliefs and Values and Physical Education. The exact detail of arrangements here will be made clear to you towards the end of S2, when choices have to be made. There will also be a Parents' Information Evening at about this time and a booklet giving full details of S3/4 courses will be issued. Copies of this booklet may be obtained on request.

S5/S6 Curriculum

If a student chooses to return to school for S5/6, a range of courses will be made available.

The courses available at present are as follows :

SQA - Advanced Higher
 Higher
 Intermediate 2
 Intermediate 1

Some Higher Still units are available on free-standing courses.

These are chosen from a 'choice form' very similar to that used for S3/S4 choices.

A booklet is available giving full details of S5/6 courses. Copies of this may be obtained on request.

Bucksburn Link

We have established a strong link with our neighbouring academy, Bucksburn, which is about two miles away from Dyce Academy.

This link was set up to enable pupils from each school to follow courses in the neighbouring school. This allows both schools to offer a greater number and wider choice of courses than would be normal for schools of our size. Pupils are transported between the schools, free of charge, when necessary.

The 'link' is used by large numbers of pupils in fifth and sixth year and also by some third and fourth year pupils.

Homework

The purpose of homework is -

- To encourage students to develop self discipline, independence and responsibility for their own learning progress.
- To develop students' study skills.
- To reinforce general and subject specific skills and to consolidate learning.
- To complete coursework which has been started in class.

Students will not necessarily get homework set in all courses. The frequency and amount of homework will vary according to the subject and stage reached, but will increase as pupils progress through the school.

Homework will not normally be set for the next day but in some circumstances where classes are timetabled on two consecutive days, this may be necessary. Students should, therefore, be able to plan homework around the other activities. To help with

this planning, students will be provided with a planner containing pre-printed diary sheets. Students must take this to all classes and to registration and use it to note homework set and the day on which it is due.

To make sure that parents know what homework has been set and to act as an informal means of communication between school and home, parents are requested to sign the planner on a weekly basis in the space provided. There is also a space to write any comment parents may wish to make. For example, they might want to explain that homework was not completed because of illness. Each register teacher will check that pupils are carrying their planner and that it is signed every week by a parent/guardian.

If homework is not completed properly and/or not handed in on time, pupils can expect to be spoken to by the class teacher. If homework is still outstanding, pupils will eventually be referred to a Depute Head Teacher who will alert parents.

Homework may take a variety of forms ranging from traditional ink exercises in jotters to researching a topic, personal reading or preparing a talk. Part of the research could include watching a television programme or reading a newspaper.

Note to Parents

If you are not prepared to support this homework policy, please let the school know.

Reports to Parents

A report on pupils' progress in school will be sent home once per session.

This report will be in the form of a booklet in which each subject teacher will have completed a separate page.

There are two aims of reporting:

The annual report gives subject teachers the opportunity to report on how well pupils are doing in a number of different aspects of their work - called 'elements' on the report.

Teachers will also report at the same time on pupils' behaviour, effort, organisation achievements and next steps.

In S3 – S6 the report will also comment on progress towards Target Grades.

Where there is concern about a pupil's progress, parents maybe contacted by a Guidance Teacher or Depute Head Teacher. If parents have any concerns about their child's progress they should contact their child's Guidance Teacher to discuss the matter.

In S5/S6 parents will be alerted by letter if a student fails a unit assessment (NAB) at Intermediate, Higher or Advanced Higher level.

Parents' Consultation Evenings

There are five Parents' Consultative Evenings throughout the course of the academic session. Each year group has priority for one of these evenings. However, if parents are unable to attend the designated evening for their child they may make an appointment for an alternative Consultative Evening. Parents' Consultative Evenings run from 5.00 pm to 7.30 pm. Parents are invited to make appointments with teachers via a form.

Dates of these evenings and the three Parents' Information Evenings for S1, S2 Choice procedure and S5/S6 Choice procedure are available on the school website.

Support for Learning

Support for Learning teachers are here to help all pupils. The SFL department provides support to S1/S2 classes and S1 Reading Group but the department also provides S3/S4 Tutorial Groups and help with S4 Investigations. Behind the scenes, the department works with subject teachers to ensure that pupils' needs are addressed so that all students may reach their potential.

If a difficulty shows up that has not been noticed before - for example with spelling - the department will try to find out exactly what the problem is, and provide appropriate support. If a pupil has been absent from school for some time through illness the department will help with catching up with work missed.

In accordance with Aberdeen City Council's ASN policy, Dyce Academy's ASN Base supports pupils in a similar way to the SFL department, but in a more formal way. Pupils will be timetabled between mainstream classes and the base where they will be given additional support in certain areas of the curriculum. The base offers some courses at Access 3 level such as English and Maths. Pupils awarded a place in the base will have an IEP (Individual Educational Plan). This is used to identify suitable targets in the areas of Numeracy, Language and Communication and Personal and Social Development. Courses of work are designed around these targets so as to ensure pupils have every opportunity to succeed. Regular reviews are held with parents to inform them of progress made and to plan for the future.

Additional Assessment Arrangements

The Support for Learning department will, at times of exams and tests, provide extra support to pupils with particular difficulties. Pupils may be supported by the use of a reader, scribe or by requiring extra time to complete an assessment. These needs will be identified by the classroom teacher along with SFL staff. Additional Assessment Arrangements such as these can also be put in place for SQA examinations in S4-S6.

MICAS

There is a small base in Dyce Academy which specialises in provision for children who have been diagnosed as having Asperger's Syndrome or mild autism. The base provides a secure environment for these children in which they can receive education suited to their special needs. They can, however, easily move from the base into school classes for part of their time in school. As with the ASN Base, pupils in the MICAS Base have IEPs with individualised targets. Again, parents are invited to regular reviews where progress is reported upon and future plans agreed.

Library Resource Centre

The Library Resource Centre (LRC) at Dyce Academy contains a wide range of resources: books and CDs (both fiction and non-fiction), newspapers and magazines, videos, DVDs, encyclopaedias, cuttings files, CD Roms and other computer software as well as access to the Internet. All are for use by both staff and pupils.

There is also a large library of CDs and scores of classical, jazz and Scottish traditional music.

For pupils looking to research information on jobs or university and college courses there is a well-stocked Careers Section.

There are facilities for photocopying and the library sells a wide range of stationery items at reasonable prices.

The library is open at the following times to borrow books, do research, complete homework, use the computers or just read the papers:

8.00 am - 11.35 am
11.50 am - 1.35 pm
2.10 pm - 3.45 pm

If you are having difficulty finding what you require please ask a librarian.

Payment for Practical Subjects

In Home Economics, Design & Technology and Art pupils will sometimes make things which they will take home. The cost of the raw materials used (eg food, fabric, wood) is extremely high and pupils will, therefore, be asked to contribute something towards the cost of these materials. A specific breakdown of costs in each individual subject is issued to parents. This is usually done at the beginning of the session or term.



Subject Information

Art and Design

There are very many reasons for a pupil taking part in and benefiting from Art and Design projects. A couple of the most obvious reasons are to develop skills in self-expression using a variety of art materials and, as consumers, to be aware of all aspects of design in our everyday environment and how to produce individual answers to design problems.

During the course pupils will undertake four projects lasting between 8 - 10 weeks. Experience in drawing, painting, printing and 3-D work gives opportunities for an expressive experience. Another two 'units' in graphic design, ceramics or clay work and fabric work allows for designing or problem-solving experience. There is also the chance to use photographic, video and computer facilities within these projects.

Each project has a chosen 'theme' which is selected after discussion and direction within the class. These themes are based on a personal interest and offer a rich variety of avenues to explore. This thematic approach, based on individual investigation, should be obvious in any research drawing studies both in class and at home. Research and Drawing at home is seen as a great opportunity to extend pupils' information gathering skills.

Research work and drawing at home is an important part of the course as many of the projects are based on studies of school, home and surrounding environment. We would wish pupils to develop 'investigative' skills necessary to take an informed interest in the environment and our place in it.

Drawing as a means of recording images and visual presentation of ideas is an important part of all projects. It can be studied as a subject in its own right. Therefore, the traditional skills of Drawing are taught where pupils have an opportunity to express, experience and experiment with a wide variety of materials (inks, pastels, paints, etc) recording their observations of both man-made and natural forms.

Design and Technology

During the first two years here pupils will be involved in a wide range of activities in the Design and Technology Department. It is important that they feel comfortable and safe while working in the Department and so will be expected to follow some basic rules for using all our equipment.

Pupils may be asked to using a soldering iron to build an electronic alarm system, use a drilling machine to make a hole in a Keytag or even use a Lathe to shape a piece of metal. Obviously, this machinery must be used sensibly to avoid accidents to pupils and others. Pupils will be responsible for all the equipment they use and will be required to tidy away after every class.

Practical activities will include designing and making projects from wood and metal, learning lots of new skills and gaining experience in working with handtools and machinery. Pupils will also use our computer suites to develop skills in image processing and graphic design. Formal drawing using manual drawing boards is also an important part of the course.

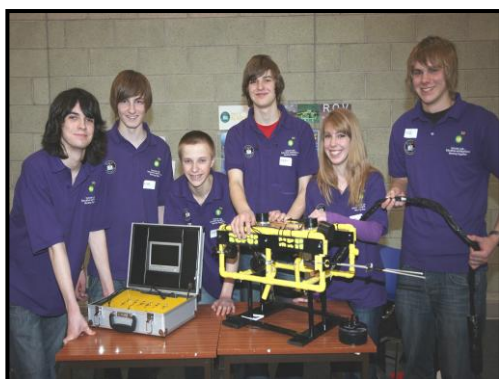
Pupils will spend time in the classroom designing projects and completing design folios to accompany the practical work. Pupils may get the opportunity to work in groups to design and model an Eco house or on a Product Design task.

By the end of second year pupils will have enough experience of Technology to decide if they wish to study it further into S3 and S4.



If a pupil decides that he/she really enjoy the type of activities we undertake in Design and Technology one of the extra curricular groups such as the Greenpower F24 Challenge or Young Engineers Club is a good way to extend this enjoyment. The group from 2008/09 managed to design a Remotely Operated Vehicle, which collects samples from under the sea bed.

They won the National competition and went to the world finals in North America!



Drama

Drama is a subject about people - about ourselves. Drama is a way of learning about the world around us. Pupils will use Drama to explore relationships between people, relationships between people and ideas and relationships between people and their environment. In Drama, pupils will learn about these things, not from books and worksheets but by experiencing situations where they can learn from dramatic experience. Pupils will carry out this exploration through language-based activities and movement-based activities.

Drama develops concentration, co-operation, communication and imagination.

Pupils will become more aware of the need to concentrate in order to produce worthwhile and fulfilling work.

Pupils will develop the techniques involved in becoming an active, participating member of any group.

Pupils will learn how to communicate effectively with other people, how to communicate ideas, how to listen to others' ideas and how to negotiate with others and plan constructively.

Pupils will discover that Drama is a very creative subject and will be expected to make full use of imagination to create and develop dramas by experimenting with movement, speech, space, physical objects, light and sound.

Through a pupil's Drama experiences he/she will become a more confident person as he/she learns how to contribute to the creating and presenting elements of the course. He/she will learn the importance of self-discipline as he/she works with others to produce work that is satisfying.

Throughout the S1/S2 course, as a pupil develops their Drama skills, he/she will be responsible for evaluating themselves and others in the class so that these skills can be further improved.

This course has been recognised by Her Majesty's Inspectorate of Education as meeting the four capacities of Curriculum for Excellence. Along with the other expressive arts subjects, music and art, this course will help a pupil to become a Successful Learner, a Confident Individual, a Responsible Citizen and an Effective Contributor.

If a pupil is prepared to work hard and are interested in developing their Drama skills they will find that time spent in the Drama Department can be fulfilling and fun.

English

There are four main areas in English - Reading, Writing, Talking and Listening.

In Reading pupils will study a variety of texts, including novels, short stories, poems, plays and other materials. This will involve oral work and written answering.

In Writing pupils will be asked to write in a variety of ways, for example, imaginative stories, poems, newspaper articles, plays and so on.

Talking helps us to sort out what we think, as well as being the main means of communication, therefore Talking is a very important part of English. There will be lots of opportunities to discuss, to question and to respond to other texts and other pupils. There may be practical activities, such as videoing and recording.

Listening is just as important as talking. In order to contribute to a discussion we have to listen to what is being said. Throughout the school pupils will be required to follow instructions given orally and to practise carrying these out. Pupils will develop these skills through listening to recordings, to television, to other people's information and/or opinions. These skills will be required throughout our lives and every opportunity should be taken to develop them.

Sometimes pupils will work as a whole class, or in a variety of group situations or with a partner or individually. Homework is regularly given. Examples of this might be - written work, personal research, preparing a talk or reading a library book.

Pupils' work will be regularly assessed, including National Assessments. Reports to parents will also follow the 5-14 Guidelines.

Home Economics

In Home Economics pupils can enjoy practical activities using both food and textiles.

Pupils will investigate food safety, healthy eating, nutrition and various consumer issues. Pupils will cook simple dishes building food preparation skills and cookery techniques. Pupils will learn to use different tools and equipment, follow a recipe, organise their work and make decisions for themselves.

By the end of S2 pupils will be able to confidently apply their knowledge and skills to prepare food that is healthy, tasty and attractive.

In textiles pupils will learn basic fabric skills, use computerised sewing machines and have the opportunity to work with a range of fabric decorating techniques, allowing for creative and independent thinking.

Throughout both courses pupils will consider how our choices can affect our health and the environment allowing them to make informed decisions.

Home Economic lessons are very busy and we are confident pupils will find them challenging, interesting and an essential life skill.



Information and Communications Technology (ICT)

An ICT course in S1 and S2 will be taught jointly by both the Business Education and Computing Studies Departments.

The course will aim to encourage pupils to:

- Develop confidence and skills in using ICT
- Make use of ICT to create and present their own ideas and material
- Use ICT to collect and analyse structured information and to solve problems
- Employ ICT to search for information and to research topics

Throughout the two years pupils will have the opportunity to use the Internet and a wide range of software packages, eg spreadsheets, databases, word processing, presentation and publishing.

Pupils may have completed work on some of these topics at primary but pupils may not have heard of some of them. There is something new here for everyone.

Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics experiences are structured within three main organisers:

Number, Money and Measure
Shape, Position and Movement
Information Handling

Pupils will tackle an introductory block of work covering a variety of activities including: Coursework Tasks, Problem Solving and Core Skills. This will be followed up by a series of short diagnostic assessments designed to highlight any areas that require further consolidation. Pupils are then ready to begin an appropriate programme of study suited to each individual level of ability and needs. Classes will be reorganised into groups at this stage.

Maintaining and developing high levels of numeracy will be an important part of the mathematics course but will also be reinforced in many other subject areas across the curriculum.

Homework is an important part of the Maths programme, successful completion of which ensures steady progress. On average, pupils are expected to spend a minimum of thirty minutes on homework after each maths lesson.

Assessment takes place continuously throughout the course. At the appropriate time, levels of attainment are confirmed using National Assessments.

The course is designed to cater for pupils of all levels of ability to ensure continuity and progression.

Modern Languages

In S1 and S2, the modern language pupils will learn is French. Pupils' work in the foreign language will involve listening, speaking, reading and writing. In S1, listening and speaking skills are especially important. Pupils will also learn a little about the culture and way of life in France and French speaking countries.

Pupils will learn the language by working individually, in pairs and groups, practising new words and phrases in French, so as to communicate simple ideas in the foreign language. Project work and ICT are both key activities developed in S1.

Pupils will use two courses called *Métro* and/or *Expo* and will cover these topics: Yourself, Family, School, Leisure activities and Home. Some of the language here will build on pupils' primary school experiences. Reading and writing tasks in French on these topics also feature in the workbook, which accompanies the course. At the end of each topic, short tests will measure pupils' progress to date and allow pupils to identify individual strengths and weaknesses with the course.

Pupils will have homework on average once a week as they work through the topics above. In S1, this homework may not always be written homework, but will involve equally important tasks like vocabulary learning and rehearsing conversations practised in

class. Homework 'menus', may also be used to allow pupils to tailor a task to individual needs.

Gradually, as pupils become more confident they will find that it can be great fun to learn a language.

Music

Music is a practical skills based subject and courses in S1/2 incorporate performing – solo and group, theory – using an online programme, listening, composition – using ICT and whole class projects including a "Battle of the Bands" in S1.

In S1 we begin with taster units in Drums, Keyboard, Tuned Percussion and Bass Guitar, as well as developing theory skills (musical literacy and numeracy) through online programmes, music quizzes and games, and singing. Two instruments are chosen after Christmas (or voice and one instrument) to ensure a high standard of performing skills by the end of S3. Key practical skills continue to be developed in group situations towards the end of S1, in a Pop or Musical "Battle of the Bands", leading to the winner performing at the end of term concert. In S2, listening skills are developed further in various units introducing "Musical Styles and Cultures" in Scotland and around the World – as well as another class project composing atmospheric music using technology. The aim of these 2 years is to produce a rounded musician with performing and listening skills at the core of the course.

The skills learned in S1/2 lead to a wide range of courses offered in S3/4 – Intermediate 1 and 2 and Higher, a Performing arts course incorporating Music and Drama as well as Units in Performance, Aural skills, Song writing and many others.

Opportunities are also available for individual or group lessons in Percussion, Strings, Guitar, Woodwind, Brass.

Personal and Social Education

During a pupil's time in Personal and Social Education their registration class will meet with their Guidance Teacher each week which will allow pupils to build up a close relationship over the years they are in school.

The topics covered in PSE will include settling into school, information on school procedures, pupils' responsibilities in school, careers, health and safety, drugs, relationships with others including sex education, as well as healthy life choices. Importantly, pupils will be given the chance to discuss at some length feelings about all these issues, which will help pupils to develop confidence and self-awareness as they grow up. The PSE programmes follow national guidelines and will include group discussion, TV broadcasts, fact sheets and talks by a wide variety of visiting speakers. There will be opportunities throughout the year, usually at parents' evenings, to view materials used in sex education. Parents can request a copy of the draft programme for each year from the Guidance Department and they are welcome to contact Guidance staff should they have any concerns over any topic covered.

We hope that pupils' time in PSE will allow them to grow in self-confidence and self-awareness, help them to deal with relationships with other people, and to develop those skills which will be increasingly needed as they take their place in the wider world of adulthood.

Physical Education

Facilities within the Physical Education Department at Dyce Academy include a Games Hall, a Swimming Pool, Multi Purpose Area with small Training Zone and Playing Fields.

The Games Hall is large enough to allow classes to play Basketball, Badminton, Netball, Volleyball, Indoor Hockey, Tchoukball, Ultimate Frisbee, Social Dance and Indoor Football.

In the Swimming Pool 1st and 2nd year classes are taught how to swim and they also have the opportunity to coach and suggest improvements to help improve swimming technique for a classmate.

Classes in 3rd and 4th year can use the pool to learn how to canoe. They also are introduced to Pool games - Volleyball and Water Polo, some Synchronised swimming and Fitness training methods.

The Multi-purpose area is used to teach Gymnastics to 1st and 2nd years and Standard Grade Classes in S3 and S4. Boxercise, Dance, Aerobics, Hip Hop, Salsa Aerobics, Table Tennis and Trampolining are also taught here for older pupils in Core and Certificate classes.

The Training Zone is used under supervision, to encourage Senior Pupils to develop their fitness levels in their free time.

The Playing Fields are used for Football, Tag Rugby and Hockey in class time. In the summer term the field is laid out for Athletics and Outdoor Summer Games of Softball, Rounders and Ultimate Frisbee. The Playing Fields are also used for Cross Country Running in class time.

There is opportunity – before and after School, and during lunchtimes – for pupils to join clubs to develop their interest and skill level in a variety of sports and activities. As a result of this pupils represent the School in Football, Netball, Gymnastics, Swimming, Athletics, Golf and Cross Country running.

Junior pupils participate in a wide range of activities in order to promote a healthy lifestyle. All need indoor and outdoor kit and remain fully involved as coaches, managers or officials when injury or illness restricts participation in lessons. As pupils progress through the School they have the opportunity to make informed choices and decisions about their programme of study.

Whichever pathway in Physical Education each child chooses, they are expected to have a commitment to participate responsibly. They should develop the means to meet challenges and build relationships while working independently or within teams.

Pupils can choose to study Standard Grade, Short course or Higher PE and work towards standards set by SQA. Pupils taking these courses must be fully involved in all practical elements and complete homework and research tasks in preparation for exams.

Senior pupils can also become Sports Leaders demonstrating a desire to take the initiative and lead while working with younger pupils.

Religious and Moral Education

Have you wondered why some people wear turbans or won't eat meat? People's lives are constantly affected by the decisions they make. Many of these decisions are made based on the beliefs people have about God, or about what is right or wrong. These

ideas and values are part of people's culture. Understanding that there are different ways of doing things is a step towards becoming a responsible citizen and respecting other cultures.

And what about those really big questions such as: Where did the world come from? What happens when we die? Is there a God? Do we have a soul? Does it matter how we behave? What is life all about? This is the place to ask them. Just trying to answer them will mean you are attempting some philosophical thinking!

To become skillful at this kind of thinking pupils need to know how arguments work. We will learn in class how to form strong, well thought out opinions and how to back them up with clear reasons. We will also discover how to spot weak arguments. This is useful because lots of people are out to persuade us to believe their ideas to buy their products. Often what they offer us is not sound. These skills will help us to think critically about any ideas in any subject area.

We will use a wide range of activities in our learning, including internet research, power point presentations, film interviews with people from many different cultures, examining real objects used in religious ceremonies and festivals, and even some Simpsons' programmes (to help us discuss vegetarianism, Buddhism, egoism, pollution, moral decisions.)

Some examples of pupils' work can be seen on the school website.

All of this is just for starters. In S3/4 we do units certificated by the SQA to extend skills further and in S5/6 there are full INT2 and Higher courses in Religious, Moral and Philosophical Studies and the same levels in Philosophy. All in all plenty to keep you thinking.

Science

We use the applications of science every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

The key concepts studied in science are grouped into five themes:

- 1 Planet Earth
- 2 Forces, electricity and waves
- 3 Biological systems
- 4 Materials
- 5 Topical science

By choosing different combinations of experiences and outcomes from the above list we aim to allow progression into Biology, Chemistry and Physics.

What are the main purposes of learning in the sciences?

Children and young people participating in the sciences will

- develop a curiosity and understanding of their environment
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific enquiry and investigation using practical work

- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures
- recognise the impact science has on their lives, the lives of others, the environment and on society
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based on sound understanding
- develop as scientifically literate citizens

How will this be achieved?

Successful learning and teaching will depend upon the skilful use of varied approaches, including:

- frequently working in teams
- active learning
- development of problem solving skills
- development of scientific practical investigation and enquiry
- effective use of technology
- collaborative learning and independent thinking
- emphasis on children explaining their understanding of concepts, informed decisions and communication.



A Curriculum for Excellence

Through involvement over the first 3 years in a wide range of open-ended experiences, challenges and investigations, including those related to the applications of science in areas such as engineering and medicine, children and young people at Dyce Academy will develop skills of critical thinking and appreciate the key role of the scientific process both in generating new knowledge and in applying this to addressing the needs of society.

Social Subjects

In Dyce Academy we offer an integrated course in Social Subjects at S1 and S2. This involves studying Geography, History and Modern Studies through a variety of themes. We build on skills already encountered in primary school such as investigating, group work, source based activities and ICT.

In S1 we focus on Scotland. Pupils will study the varied and fascinating history of Scotland, the beautiful landscapes around us and the exciting political opportunities that young people will experience. Through our broad theme of Scotland's development we will discover the links between environment, people and society.

In S2 the work takes a wider view and looks at our role as global citizens. We examine similarities and differences between cultures, past and present. We are very fortunate to have a successful link with Otieno Oyoo High School in Kenya and we use the relationship to bring the subject alive.



Pupils learn using a number of different methods. Investigations involve using the school and public libraries as well as computer suites. Visiting speakers enhance class learning. Group work is used successfully in a variety of contexts. Pupils learn through role play and active learning. Field work can also be used to develop learning as it develops pupils' sense of responsibility. However, individual class tasks are also an important part of Social Subjects. Through these activities we hope to allow pupils to develop as individuals whilst learning to take their place in society and respecting other points of view. Pupils are encouraged to form opinions and justify them using evidence.



Social Subjects is an excellent context for reinforcing literacy and numeracy skills. A wide variety of sources, both written and statistical are studied and analysed. We encourage pupils to draw conclusions using this approach.

A wide variety of assessment methods are used. Jotters are regularly marked and pupils given the opportunity to set their own targets. There are regular assessments to monitor progress. Pupils record scores in their planner. Planners are also used as a means for the department to communicate with parents.

At the end of S2 pupils are encouraged to study Geography, History and Modern Studies at Standard Grade. These courses build on the important skills and knowledge gained through the experiences in S1 and S2.





SCHOOL, PARENTS AND COMMUNITY

Parents' Association

Update

School Website

Schools Information Line

Business Links

Parents' Association

It is a great help to the school staff to have the active support of the local communities, particularly the parents of our pupils. We gain this support by explaining what we are trying to do and responding to matters of concern to our pupils, their parents and the community as a whole. We have worked hard to make the Academy an important part of the local community. We make use of the resources of the community and make the resources of the school available to the community.

We have a Parents' Association, the membership of which is given in the Appendix. Meetings are held regularly at Dyce Academy and minutes are available upon request.

The Parents' Association has been instrumental in supporting a number of school initiatives eg helping to fund pupil participation in the ROV challenge.

Update

A school newspaper, 'Update', is published about eight times per session. This is designed to keep everyone with an interest in the Academy informed about the school's concerns and activities.

School Website

The school website – www.dyceacademy.aberdeen.sch.uk – is regularly updated with information about the school and individual departments. Copies of the Prospectus, Course Choice Booklets and letters issued to parents are also available to download from the website.

Schools Information Line

Aberdeen City Council provides a telephone service for schools – the Schools Information Line. The important feature of this is the Emergency Arrangements message for parents/guardians. Information on early closures or transport arrangements will be available and updated as necessary. You can access the Information Line by dialling 0870 054 1999. You will then be asked for a six-digit PIN number which is 011040 for Dyce Academy. You should then choose Option 1. The cost of the call from a landline is no more than 10p/call.

Business Links

Dyce Academy maintains close links with businesses in the local community. These have included Aberdeen Marriot Hotel, British Airports Authority, Manor Oak and BP. These links have proved of immense benefit to both school curriculum and extra-curricular activities.

SCHOOL POLICIES

Anti-Bullying

Homework Policy

ICT Policy

Equal Opportunities, Race and Diversity

Anti-Bullying

The aims of the school make clear the importance of respect for the individual - the specific aims of the development of relevant skills, development of talents, abilities and interests, attention to differing needs are to be pursued within 'an atmosphere which encourages the development of self-respect and respect for others'.

Bullying is an attack upon this right to respect: as such, it must be dealt with effectively if the specific aims of the school are to be met. Our school aims clearly state that we want the school to be a pleasant and happy environment in which our educational and social aims can be fulfilled. Children should not have their lives made miserable by the bullies.

Bullying can take many forms - it can range from physical violence, threats, teasing, name-calling, taunts and 'dirty looks'. Each of these forms of behaviour is equally unacceptable if the end result is to make the victim feel humiliated or injured in whatever way.

It must also be remembered that bullying is not a form of behaviour which is confined to children or to schools; unjustified displays of aggressive behaviour are all around us in society at large. In school, we must do what we can to deal with such behaviour.

Pupils who are being bullied should be able to feel that they can talk to a known and trusted teacher about the problem. In most cases pupils will choose to go to their Guidance Teacher in such circumstances, but equally it may come to the attention of any member of staff that a pupil is being bullied.

Such cases should always be treated seriously and a member of the Guidance staff or Senior staff informed. A decision will then be taken about what action has to follow. Obviously, the prime objective will be to put a stop to the bullying in the first instance, and to provide positive and relevant support to the pupil or pupils who are receiving unwelcome attention. It may be that in particular circumstances the involvement of our Educational Psychologist will be appropriate.

In school the issue of bullying is discussed at different times with each year group during Personal and Social Education. Giving pupils the opportunity to talk openly about the problem and possible solutions means that if they find themselves the target for such behaviour, then there is a greater chance of their taking sensible decisions about what to do to have the problem addressed.

Bullying thrives on non-communication: reluctance to 'tell', and the culture which equates 'telling' with 'grassing' are obstacles which must be overcome if bullying is to be dealt with effectively. The message to our pupils must be - if you are on the receiving end of unwelcome attention from other pupils, you must TELL someone.

Homework Policy

All pupils at all stages should be involved in regular homework. This includes formal ink exercises. All pupils should expect to submit their work to the class teacher for marking in a timely fashion. No pupil should be overburdened with homework. A guide to approximate levels of homework for each year group is published on pages 8 and 9 of the Pupil Planner.

If any pupil claims to have little or no homework, then clearly there is an issue here. In a case such as this the school should be contacted as a matter of urgency. If any pupil fails to complete homework a referral is made to the Principal Teacher of the subject. If

this does not resolve the situation the Depute Head Teacher will send a letter home. Many subjects offer lunchtime Study Support for those pupils who find it difficult to complete homework at home or who feel they need some extra support.

This policy is currently under revision.

ICT Policy

In Aberdeen City schools we want to give our children as rich a variety of learning opportunities as possible. One of the ways of doing this is to give children access to the thousands of educational websites that are available on the Internet.

The Internet provides a great wealth of information that can enrich class work and the ability to use the Internet efficiently and responsibly is a skill that will be of value throughout a child's life.

It also allows a school to celebrate our children's work by publishing the work on a school website. Anyone with Internet access can go to the website and find out about the work of the school.

You probably realise that the Internet has sites that contain material that is unsuitable for children. All Aberdeen City schools use an Internet Service Provider which filters out sites that contain unsuitable material. In addition, Internet access is normally supervised. These precautions usually ensure that children are not exposed to inappropriate material but no system can guarantee 100% protection.

We explain to all students how to use the Internet and the school computers in a responsible way before they are given access. The Aberdeen City rules for acceptable use are given to pupils and parents along with the admission form for the Academy and an agreement form must be signed.

Any student who breaks these rules may not be allowed to use the Internet in future and may face further sanctions for serious breaches of the rules.

Equal Opportunities, Race and Diversity

Aberdeen City Council Services for Children and Young People is opposed to all forms of racism, including those forms directly affecting individuals and groups on the grounds of their colour, racial groups, ethnic, cultural, religious, linguistic or natural origins, traveller and refugee status and asylum seekers.

Services for Children and Young People is committed to eliminating unlawful discrimination and to the promotion of equal opportunities and good race relations in all aspects of education within a culturally diverse Aberdeen.

This Race Equality Policy is the embodiment of these aspirations. A copy of this policy is available on the Aberdeen City Council website.

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