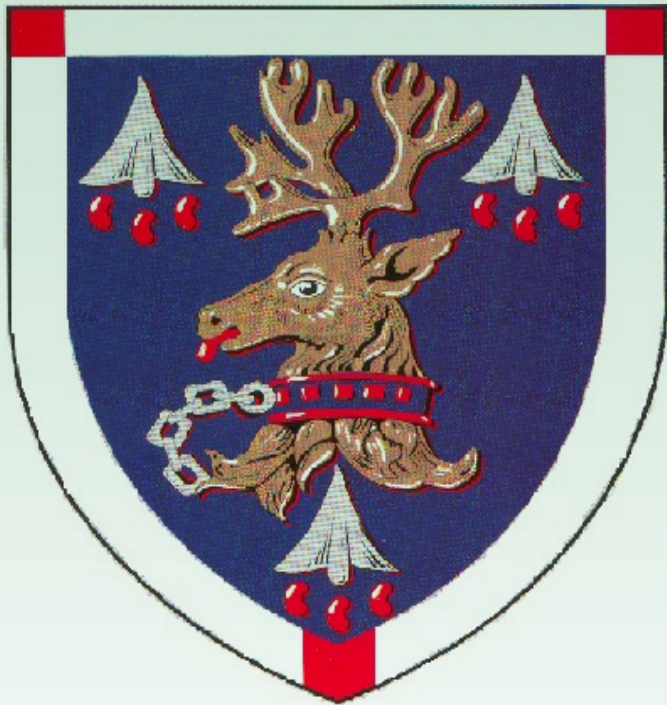


School Handbook

Morgan Academy





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Section 1: Welcome

Dear Parent/Carer,

Welcome to Morgan Academy

It gives me great pleasure to welcome you and your child to the family of Morgan Academy. This booklet provides important information about the school for parents and young people. I hope that you find it helpful.



At Morgan, our vision is to raise attainment and achievement for all learners, and we do this by knowing our children and families well and by supporting them within a nurturing environment.

Our aim is to develop in our young people a sense of resilience, self-respect, inclusive attitudes and respect for others. We seek to develop confident individuals, equipping young people with the knowledge and skills they require for careers which can bring them satisfaction and success. We value loyalty to the community, and we will work to ensure our young people become responsible citizens who foster a positive attitude towards love, health and their environment.

We hope that learners joining our school community will find their learning to be enjoyable and interesting, with exciting opportunities to try new subjects and experiences, make new friendships and take on roles of responsibility and leadership. We aim to celebrate their successes within and beyond their learning, regularly and with pride.

We know you will find all our staff to be approachable and supportive. Teachers will work hard to get to know your child and will provide as much support as possible. Members of our guidance team will monitor their progress throughout their career at Morgan Academy and will be your main point of contact in this partnership with you. Together, we will encourage and enable your child to take full advantage of all these opportunities and help them to exceed their own expectations.

Section 1: Welcome

You are always welcome to contact the school to discuss your child's progress with guidance staff. Please do not hesitate to contact me if you have any concerns about your child or about anything happening in the school.

Our partnership with parents is highly valued and essential to our work and we benefit from a very supportive Parent Council. You are welcome to attend meetings at any time, even before your child has enrolled with us.

I hope you and your child will be happy at Morgan Academy and I look forward to meeting you in person in the future.

Gregor McBain,
Head Teacher

Section 2: Values and Aims

Knowing our pupils and supporting them in a nurturing environment, we will raise attainment and achievement for all learners.



Aims

To promote these values Morgan Academy aims to:

- Value education, for the individual, the family, and for the benefit of society as a whole
- Develop in young people a sense of resilience, self-respect and respect for others
- Ensure that all young people attain their potential by becoming successful life-long learners
- Prepare confident individuals for careers which bring them satisfaction and success
- Equip young people with the knowledge to make decisions, and reject prejudiced attitudes

Section 2: Values and Aims

- Value loyalty to the community and ensure our young people become responsible citizens
- Foster a positive attitude towards love, health and the environment
- Develop a sense of responsibility towards helping Morgan Academy to achieve these aims

Values

Morgan Academy – its pupils and staff in partnership with parents and with its local community asserts that every pupil regardless of background, ethnic origin, creed, gender or ability are all equally valued and has the right to an education of both quality and value. With this right comes the responsibility of ensuring that all others have unhindered access to their education, and of helping to maintain a considerate and co-operative partnership between all the members of the Morgan Academy community.

Section 3: School Information

School Address: Morgan Academy.
Forfar Road, Dundee, DD4 7AX

Telephone: 01382 307000

Email: morganacademy@dundeeschools.scot

Website: www.morgan.ea.dundee.city.sch.uk

X (formerly twitter): @morganacademy1

Senior Leadership Team

Head Teacher: Mr Gregor McBain

Snr Deputy Head Teacher: Mr Alex Anderson

Depute Head Teacher: Mrs Vikki Black

Depute Head Teacher (acting):... Mrs Annabel Quin

Business Manager: Mrs Karen MacDonald

School Roll: 988

School Hours: Mon-Tues: 8.40am - 3.50pm
Wed-Fri: 8.40am - 3.00pm

Parent Council Contact Info: Chair: Aaron Brown
Vice Chair: Findlay Morrison

School Minister: Jean Kirkwood

School Office Hours: Mon-Thurs: 8.00am - 4.00pm
Fri: 8.00am - 3.30pm

Section 3: School Information

Morgan Hospital, from which the Academy is descended, was opened on 5 February 1868. Its founder, John Morgan, had left part of his fortune for the establishment in his native city of an institution for the support and education of poor children. Consequently, the school's first intake comprised ninety boys (aged 7 to 9), most of whom were from single-parent families, while there were a few who were orphans. They were boarded in the school.

In this form, the school developed for twenty years, By the 1880s, in a period of growth in the provision of free education, institutions like Morgan Hospital came under review. Decisions were made, the Hospital was closed in 1888, and the building was purchased by Dundee School Board.

In 1889 it became Morgan Academy, a fee-paying school providing primary and secondary education.

Thereafter, in the present century, it grew in reputation as a senior secondary school. It retained its own primary department for many years. The last primary intake was in 1955.

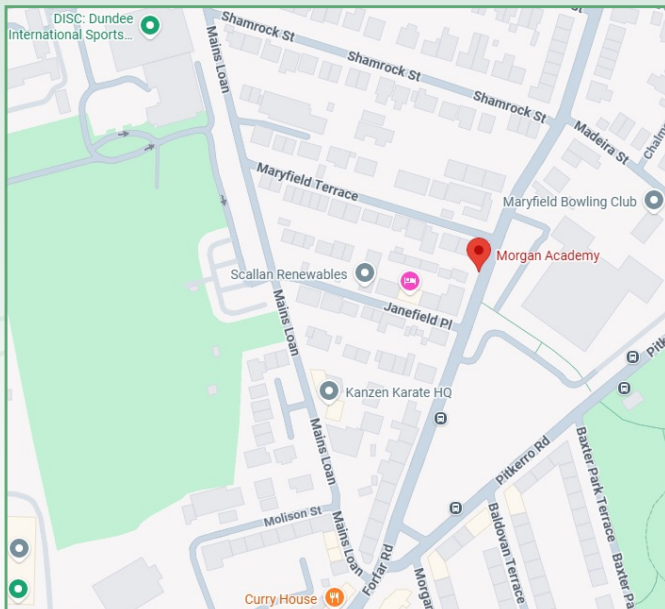
An extension to the main building, housing Modern Languages, Art, Music, Home Economics, Craft Design and Technology, a cafeteria and Library was opened in October 1993. Our Physical Education Department use the Dundee International Sports Complex at Maryfield, which is managed by Dundee City Council's Leisure and Parks Department. The Physical Education Department also use the playing fields and changing rooms at Alloway Terrace.

The main building was destroyed by fire on 21 March 2001 and reopened in August 2004. The exterior has been reinstated to its former glory, but inside is a brand new school designed to meet the needs of a modern education in the 21 century.

Section 3: School Information

Location

The school, which is in the heart of its community and is situated between Forfar Road and Pitkerro Road. The Physical Education Department on Mains Loan (DISC) is a short walk from the main building. This excellent facility is also used by the community at evenings and weekends. The school playing fields are on the north side of the Kingsway at Alloway Place.



Catchment Area

The Catchment area of Morgan Academy is the combined catchment area of its associated Primary Schools:

- Clepington Primary School
- Dens Road Primary School
- Glebelands Primary School
- Rosebank Primary School

Section 3: School Information

In addition, we receive young people from other primary schools in the city via placing requests which are dealt with through Children & Families Service, Dundee City Council, Dundee House, 50 North Lindsay Street, Dundee. S1 - S6 placing requests are dealt with through the school. Please see [Dundee City Council website](#) for further information.

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from the school office. The child's birth certificate and a proof of address, Council Tax bill or recent (within two months) utilities account must be shown. Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Regular meetings are held with these associated Primary Schools to ensure curriculum progression. Before pupils transfer to the Academy in August, they are given the opportunity to learn something of their new school. This is done in the following ways:

The pupils are visited in their Primary School by the Head Teacher or other senior staff, Guidance Staff and Support for Learning Staff. Various subject teachers also visit.

In June all P7 pupils will attend the Academy for three days and, having been arranged into Form Classes and teaching groups, follow the timetable they will encounter in August. This ought to give them contact with most of the teachers they will have in their first year and demonstrate clearly how their day will be organised.

One Parents' Evenings is held at which members of staff explain various aspects of school policy and practice and, the curricular and guidance arrangements in Morgan Academy. An opportunity is provided for discussion.

In a recent development we have introduced S6 'buddies' to support S1 pupils as they settle into Morgan Academy school life. They also assist with the primary seven induction days in June.

Section 3: School Information

Most classes are organised in mixed ability groups, but within these classes “friendship groups” from the primary school are maintained to ensure that each pupil starts with a friend in their class. Maths and English classes are broadly set early in S1 based both on pupils’ performance in primary school and on their early work in S1. Setting is not rigid and movement between sets can take place.

Section 3: School Information

School Terms and Holidays

AUTUMN TERM

Monday 18 August 2025 - Staff resume

Tuesday 19 August 2025 - Pupils resume

Friday 3 October 2025 - Term ends

AUTUMN HOLIDAY

Monday 6 October 2025 - Holiday starts

Friday 17 October 2025 - Holiday ends

WINTER TERM

Monday 20 October 2025 - Term starts

Thursday 13 November 2025 - In service day, schools closed

Friday 14 November 2025 - In service day

Tuesday 23 December 2025 - Term ends

CHRISTMAS HOLIDAY

Wednesday 24 December 2025 - Holiday starts

Tuesday 6 January 2026 - Holiday ends

SPRING TERM

Wednesday 7 January 2026 - All resume

Friday 13 - Monday 16 February 2026 - Mid term, all break

Tuesday 17 February 2026 - In service day, schools closed

Thursday 2 April 2026 - Term ends

SPRING HOLIDAY

Friday 3 April 2026 (Good Friday) - Holiday starts

Friday 17 April 2026 - Holiday ends

SUMMER TERM

Monday 20 April 2026 - All resume

Monday 4 May 2026 - May Day, schools closed

Friday 22 May 2026 - In Service Day, schools closed

Monday 25 May 2026 - Victoria Day, schools closed

Friday 3 July 2026 - Term ends

Further information about school holiday dates can be found on the Dundee City Council website at: [School Term Dates](#)

Section 4: School Policies & Practical Information

Communication with the School

The school office is open from 8.00am until 4.00pm (Mon-Thurs) and until 3.30pm on Friday. Please help us by making routine telephone calls within office hours. School begins at 8.45am. If parents require information on their child's progress or other pastoral matters, then they should contact their child's Guidance Teacher via the school office.

The school will communicate formally with parents through Groupcall messenger 5 via text and emails. Pupil reports have moved to the Pupil Tracking system and information has been communicated to parents on how to login to this system. On occasions, a phone call home will be the best form of communication. Correspondence is occasionally sent home via school bag, this is always backed up with a Group Text to alert parents/carers to expect correspondence.

Our annual Standards and Quality Report is placed on the School Website as are most other school publications. We also provide updates on various events, often as they happen, via our Twitter feed.

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text/email messages. You can be assured that we will never send a child home without first checking that there is an adult at home.

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please contact the school via email/telephone. Routine appointments should be made out with school hours but understand that this isn't always possible.

Section 4: School Policies & Practical Information

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety, we cannot allow children to leave the school unaccompanied.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore, it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

School Absence Procedures

Please contact the school via email/groupcall (messenger 5)/ Parents portal/telephone as soon as possible if your child is absent to inform the school of the reason for absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If no reply is received, this will be followed up by a telephone call. If three days pass without explanation for an absence a Senior Support Worker (Locality Support Team) will arrange to visit you and your child at home.

The following points are included in the Education Authority's Attendance Initiative:

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 8.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.

Section 4: School Policies & Practical Information

- If your child is absent for more than three days, please call again or email the school.
- If you have not contacted the school to say your child is absent and have received a text message, please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – www.scotland.gov.uk/Publications/2009/12/04134640/0

School Concerns and Complaints Procedures

If you want to talk to your child's Guidance Teacher or a member of the Senior Leadership Team it is preferable to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected. Please contact the school office, in the first instance.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Children & Families Service Department.

Section 4: School Policies & Practical Information

School Uniform/Dress Code

Pupils are encouraged to wear school uniform. It is clear from regular samplings of opinion that the vast majority of parents support this policy. Dressing appropriately is also an important lesson for pupils preparing for a later career and it helps to conceal differences in background or family circumstances.

Morgan Blazer*, Morgan tie/senior tie (S6 only), dark plain jersey (V neck or crew neck) or sweatshirt, white shirt, dark trousers/skirt, black or dark plain footwear.

**The School Blazer is worn by S4-S6 pupils including Prefects. While the School Blazer is not included in the minimum standard of uniform below which pupils should not fall, its use is encouraged.*



PE Clothing

The school offers an extensive range of physical activities.

Appropriate clothing and footwear are essential to ensure the safety and personal hygiene of all pupils.

Indoor Physical Activity

Pupils should wear:

- A change of footwear for indoor use (sports trainers preferable)
- Plain black top (T-shirt or long-sleeved top)
- Black bottoms (shorts, tracksuit/jogging bottoms, or leggings)

Pupils can purchase Morgan Academy embroidered PE kit from **Macron Dundee**.

This can be ordered via the [Macron Dundee website](#).

Alternatively, the kit can be purchased in-store at: **Macron Dundee**, Unit C, Hawkhill Court, Dundee, DD1 4JG

Section 4: School Policies & Practical Information



Outdoor Physical Activity

Pupils should wear:

- Training shoes or boots suitable for use on grass or synthetic surfaces
- A jumper or tracksuit top (permitted for outdoor lessons)

NB: All items of clothing should be clearly labelled with the young person's name.

Section 5: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence was introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

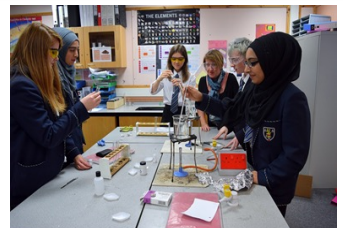
Section 5: The Curriculum

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes which they will have achieved to the end of S3. It enables them to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work. We encourage our pupils to set personal learning targets throughout the Broad General phase to help them to become truly successful learners.

During the senior phase, young people will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the senior phase, however, comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom

The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment. In the senior phase, schools and their partners (for example colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.



Section 5: The Curriculum

As well as the National Qualifications, which offer increased flexibility with a greater focus on skills and applying learning to real-life situations, there is also a wide range of SQA vocational qualifications and awards that young people can take as part of their senior phase curriculum. These take place in school and at Dundee & Angus College for all our S4-S6 pupils. They include skills for work; leadership and personal development.



Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential. www.scotland.gov.uk/gettingitright

Sensitive Issues

Part of our curriculum involves teaching children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Section 5: The Curriculum

Assessment and Reporting

Assessment is an extremely important part of education. If we want to know how effectively our pupils are learning, then assessment of some kind is vital.

Why Do We Assess?

- to support the learning process
- to promote learner engagement
- to determine the nature of the support required by individual learners

How Do We Assess?

- by using a variety of approaches and a range of evidence which provides information about what children and young people say, write, make or do to demonstrate their learning
- by planning assessment activities which are fit for purpose, reliable and proportionate
- by working together to gather as much information as possible about each learner's achievements, strengths and next steps
- recognising differing assessment strategies and their purposes e.g. formative, summative and embracing the principle of Assessment is for Learning (AiFL)

Reporting Provides

- parents with regular information about their child(ren)'s strengths and development needs.
- an opportunity for parents to give their views on their child(ren)'s progress.
- an opportunity for parents to discuss progress in different aspects of learning with their child(ren).
- an opportunity for staff to help parents understand how they can support their children to further develop their learning.
- an opportunity for learners to contribute to discussions about their progress.

Section 5: The Curriculum

A comprehensive written report is issued to each year group during every session. In addition to these comprehensive reports, additional interim reports are issued as appropriate and usually relate to target setting or course choice.

Parents' evenings to discuss pupils' progress are held throughout the year, although if parents require a progress report at any other time, contact should be made with the appropriate Guidance teacher or House Head.

As a parent/carer you can access a wide range of information with regards to additional support needs. The information is available both at your local school and on the Dundee City Council website.

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you. If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), the Child's Plan and the responsibility of the Named Person, also affect how we assess and plan for all children and young people.

Section 5: The Curriculum

Most children make satisfactory progress in school, and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan. These will be children who receive a lot of support from people outside education, for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Section 5: The Curriculum

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - **0845 123 2303** an email enquiry service: info@enquire.org.uk an online enquiry service two websites: www.enquire.org.uk (for parents/carers and practitioners).

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk **0141 445 1955**

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

Section 5: The Curriculum

The **Supporting Children's Learning Code of Practice** (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended.

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at:

www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Child Protection

Dundee City Council's Children and Families Service have an important responsibility in keeping the children and young people of Dundee safe from harm. This is an extension of the care and protection which you as a parent provide for your child and so we see our partnership with you as important in meeting that responsibility.

Supporting us in this work are interagency agreements protecting children with our partner's services in Health, Social Work Department and Tayside Police.

If at any time you have child protection concerns about your child or any other child who attends Morgan Academy, you are encouraged to talk about your concerns with a member of the school staff. It will also be useful for you to know that in every school, there are specially trained members of staff who are the school's Designated Child Protection Officers.

The Officers take a coordinating role whenever a child protection concern for a child is reported. In Morgan Academy, the Designated Child Protection Officers are:

Mr G McBain

Ms N Stahlberg

Mrs L Geddes

Mrs A Quin

Head Teacher

Principal Teacher of Guidance

Pupil Support Worker

DHT

Section 5: The Curriculum

If you have any concerns, you should approach one of the Designated Child Protection Officers (posters in the school indicate their names for visitors/young people). Alternatively, the number for **Dundee City's child protection line is 307979.**

Where concerns are expressed about a child, those concerns will be considered with our partner agencies in confidence to ensure that the child is kept safe.

Anti-bullying Information

Morgan Academy, in line with Dundee City Council, is committed to providing a safe and supportive environment for all young people. Bullying is never acceptable, and every child and young person has the right to learn in a secure environment where they feel protected, supported and respected.

Our school values - family, love, respect, strength, loyalty and honesty - underpin our approach to ensuring that bullying is not viewed as a normal part of growing up. Bullying is a violation of rights set out in the UN Convention on the Rights of the Child, notably Articles 3, 12, 13, 19, 28, 29 and 39.

Our Anti-Bullying Policy is informed by national guidance, including:

- Respect Me – Policy Through to Practice: Getting it Right (2017)
- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017)

Full details of our anti-bullying procedures - including how incidents are recorded, investigated and supported - are issued to all pupils and parents/carers at the start of each school session. Staff also receive clear guidance on prevention strategies and how to respond effectively to concerns.

We continue to promote respect and positive relationships across the school community. Anti-bullying education is embedded throughout our curriculum, supported by targeted lessons, assemblies and year group activities.

Section 5: The Curriculum

Morgan Academy remains committed to fostering an inclusive school environment for all young people. We have achieved the LGBT Youth Scotland Bronze Chartermark and continue to work toward a gold level standard as part of our ongoing commitment to equality and respect.

Learning Resource Centre/Study Support

The attractive and welcoming school library contains a range of up-to-date resources to support the learning and teaching needs of pupils and staff as well as their leisure reading interests, encouraging students to become independent life-long learners.

Located on the first floor, the library is open to pupils from 8.15am each morning.

Time is also available after school each day for supervised study or reading. Pupils may also access the space during interval and lunchtime. A range of clubs and activities are also on offer.

To support their personal reading, all S1 and S2 pupils are given regular class time in the library, led by our school librarian. Pupils may borrow up to 4 items from the library, for up to 4 weeks at a time.



Section 5: The Curriculum

The Development of Pupils Values

In our school we are committed both through our ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and views of parents. This emphasis on the development of citizenship skills extends to developing positive attitudes in relation to environmental awareness and healthy living.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principal of our school that all who are involved in the life of our school have both the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the local authority policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

Religious and Moral Education

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this pupil can increase their understanding of religious practices and the experience which underlies them. Local ministers act as Chaplains to the school and are involved, from time to time, in taking assemblies.

Parental Rights

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any Instruction in religious education and from religious observance". Any parent who wishes to exercise this right must first discuss the matter with the Head Teacher.

Section 5: The Curriculum

Social Education

The programme followed by pupils from S1 - S6 is designed to give pupils an understanding of their community at local and national level and of how they should relate to it. The services available to the public, opportunities offered and the rights and duties of citizens are emphasised. Health Education and Careers Education are important elements within the programme. Guidance staff teach Social Education and they employ taped materials, visiting speakers and visits to stimulate discussion.

Careers Education

At Morgan Academy, we are committed to ensuring every young person is fully prepared for life beyond school. Our Career Education programme reflects national guidance, including Developing the Young Workforce (DYW), the Career Education Standard (3–18), the Career Management Skills Framework, Skills 4.0, and Scotland's Young Person's Guarantee.

Career education is delivered through PSE and across all subject areas from S1–S6. Young people learn about career pathways, meta-skills, and the world of work, and they take part in a wide range of employer-led activities throughout their time at Morgan.

Our Careers Partners

Career support is led by a Principal Teacher of Guidance (whole-school responsibility for Career Education) and supported by a strong team of partners:

- **Skills Development Scotland (SDS):** Ingrid Holt and Sam Clenaghan
- **Discover Work Employability Officer:** Amy Batchelor
- **Enable Works:** Aimee Brown
- **DYW Coordinator:** Kacey Dunsmore

We also work closely with local partners including Abertay University, the University of Dundee, Dundee & Angus College, a range of training providers (HELM, Street League, Barnardo's, King's Trust),

Section 5: The Curriculum

and many employers from across the region. Supported progression programmes such as Lift-Off and Career Ready are also a part of our Senior Phase offering.

Personalised Career Guidance

SDS offers 1:1 guidance for young people at all stages, with guaranteed appointments for all S3 pupils before they make their Senior Phase course choices. This process continues throughout the Senior Phase and also includes bespoke input for students who require additional support. We also host information events for parents and carers to help them support decision-making at home.

Career Education in Morgan Academy

Students follow a planned programme that helps them develop self-awareness, confidence, and a clear understanding of future options. This includes:

- Career learning in PSE from S1–S6 within dedicated units of work
- Gen+ Meta-Skills Programme in S1 and S2
- DYW experiences across all subject areas
- GlobalBridge digital profiles and employer engagement
- Use of My World of Work for research and planning
- Junior and Senior Phase Opportunities Fairs
- Employer talks, trips and workshops
- College taster opportunities
- A structured work experience programme at the end of S3

Our dedicated Career Rooms provide up-to-date resources on jobs, apprenticeships, college and university pathways.

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Senior Phase Pathways

We have a robust planning process for all anticipated leavers, ensuring every young person has the information, guidance and support they need to move confidently into a positive and sustainable post-school destination. We work closely with our city partners to ensure young people are supported not only while at Morgan Academy, but also throughout their transition beyond school.

Extra-Curricular Activities

Morgan Academy Sports Clubs

Day	Time	Activity	Year Group	Staff
Monday	Lunchtime	Table Tennis	S1-S6	Mrs D Anderson
	Lunchtime	Rugby	S1-S3	Dundee Rugby
	After School	Basketball	S1-S3	Mrs Wilson
Tuesday	Lunchtime	Seniors Badminton	S4/S6	Miss Walker
	After School	Netball	S1-S6	Miss Dailly & Mrs Easton
	After School	S1 Football	S1	Active Schools
Wednesday	Lunchtime	Fitness Room (Gym/Spin)	S1-S6	Mrs Hodgson
	Lunchtime	Volleyball/ Junior Badminton	S1-S3	Mrs Lauder
	After School	Basketball	S1-S6	Mr Penn
	After School	Hockey	S1-S6	Dundee Wanderers
Thursday	Lunchtime	Football (3G)	S1-S3	Mr Haddow
	Lunchtime	Badminton	S1-S3	Mrs Cameron & Miss Rutherford
	After School	Fitness Suite	S1 (Girls Only)	Mrs J Anderson
	After School	Badminton	S4-S6	Mrs Cooper
Friday	Lunchtime	Futsal	S1	Mr Stevenson
	After School	Girls Football	S1-S6	Mr Malone

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As well as games, there are certain activities/clubs which are long established and which enjoy continuing support:

Art Club	Bike Club	Book Group
Breakfast Club	Chess Club	Classic Film Club
Crochet Club	Duke of Edinburgh Award Scheme	Games Club
Instrumental Groups/ Choir	Interact	Nintendo Gaming Club
Pokemon Club	Puzzle Club	Reading Leaders
School Orchestra	Singing Group	Supported Study Club
Tea Club	Year Book/School Magazine	Young STEM Leaders



Section 6: The School Organisation

Guidance

Through its Guidance system the school tries to ensure that adequate personal attention is paid to every pupil throughout his or her time in Morgan Academy. In fact, the process of meeting pupils and becoming acquainted with their needs begins before they come to this school, as they are first met while they are still in Primary 7 by the Guidance teachers who will be responsible for them.

On entry to Morgan Academy a pupil joins a House group. The House system led by a Depute Headteacher, Guidance P.T. and House Captains get to know each pupil in their group, and they are the staff and senior pupils that new pupils can, in any instance, approach for information, support and help. Most pupils will also have an S6 pupil buddy assigned to their class.

The guidance staff are trained and have a special responsibility to care for the welfare of pupils in their charge. Their role is to oversee the general progress of the pupils, whether of a personal nature or relating to courses of study to be followed, or choices to be made about careers.

Each pupil is a member of a “House” and two Guidance Teachers, and a Depute Head Teacher are attached to each House.

House Staff are as follows:

Airlie Head of House:	Mrs V Black, Depute Head Teacher
Airlie PT Guidance:	Mr C McIlravey Mr R Munro
Cortachy Head of House:	Mrs A Quin, Depute Head Teacher (Acting)
Cortachy PT Guidance:	Mr D Bastianelli Ms N Stahlberg
Mains Head of House:	Mr A Anderson, Senior Depute Head Teacher
Mains PT Guidance:	Mrs L Cunningham Mr S Hadow

Section 6: The School Organisation

Prefects

Each year a large proportion of the sixth year apply to become prefects. Their selection is based on three main criteria:

- Quality of Application
- Performance at Interview
- Prior punctuality and attendance
- Peer group and staff vote

Prefects and other S6 pupils carry out several duties including, assistance at parents' evenings, organising House competitions, assisting with supervision of pupils, fund raising etc. They are also responsible for the organisation of a pupil council, which ensures that the pupils views are represented in the overall organisation and management of the school. All S6 pupils are expected to set an example by their behaviour, appearance and punctuality. All senior phase pupils can wear braid round their school blazers and prefects are distinguished by having prefect badges.



Section 6: The School Organisation

Relationships for Learning

The Code of Conduct

Morgan Academy recognises that 'Getting it Right for Every Child' places our young people's wellbeing at the centre of all assessment and planning. GIRFEC advocates preventative work and early intervention to support children, young people and their families.

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.

Classroom and Corridor Codes

1. Arrive promptly with everything you need
And then you will be able to start work straight away
#beprepared
2. Always listen to all staff and follow instructions.
And you will be able to work safely and efficiently.
#payattention
3. Stay in your own place and keep your hands, feet and objects to yourself.
And then you will be able to get on with your own work and allow others to concentrate on theirs.
#dontannoyothers
4. Do not eat, chew or drink in teaching areas.
This means you will be able to enjoy a safer and cleaner working area.
#snackatbreaktimes

Section 6: The School Organisation

5. Keep your negative opinions about others to yourself.
So everyone feels secure and confident and they won't have to worry about being threatened or offended.
#showrespect
6. Walk around school quietly, taking extra care on the stairs.
This encourages everyone to remain calm and gives a sense of order.
#learninginprogress

Involvement of Parents

The school seeks to work in partnership with parents and always encourages their interested involvement. Teachers and parents together, it is believed, should share a common concern for the progress of the young people who are the pupils of Morgan Academy. In pursuit of this aim, each session a series of parent teacher evenings covering all stages of the secondary course is held. In addition, members of the school's senior management team and PT Guidance form links with individual parents as the need arises.

If a parent/carer wishes to visit the school/make an appointment they should, in the first instance, contact the school office.

Throughout the year regular parents' evenings are held to allow parents to discuss with teachers their son or daughter's progress. A calendar showing the dates of these evenings is issued to all parents at the beginning of the year.

Parents Access to Information

The "School Pupil Records (Scotland) Regulations 1990" make provision for granting access by parents and pupils - over the age of 16 - to manually monitored records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request to the Head Teacher.

Section 6: The School Organisation

Parentzone Scotland

Keep up to date with the latest information on education news and events, as well as details of resources and activities to help you support your child's learning:

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

Parent Council

MAPP is the Parent Council of Morgan Academy and as a parent/carer of a Morgan pupil, you automatically become a member of what's called the Parent Forum. MAPP is here to represent all parents/carers in that forum and as a Parent Forum member you have:

- A right to advice and information about your child's education at the school
- The opportunity to be more involved with what the school is doing
- The opportunity, along with all the other parents to have your views represented through your Parent Council

What do we do?

- We support the school in its work with pupils and parents
- We represent the views of parents
- We promote contact and communication between the school, parents/carers, pupils and the wider community
- We report back to all the parents/carers in the school (called the Parent Forum)
- We play a role in the appointment of Head teachers and Depute head teachers

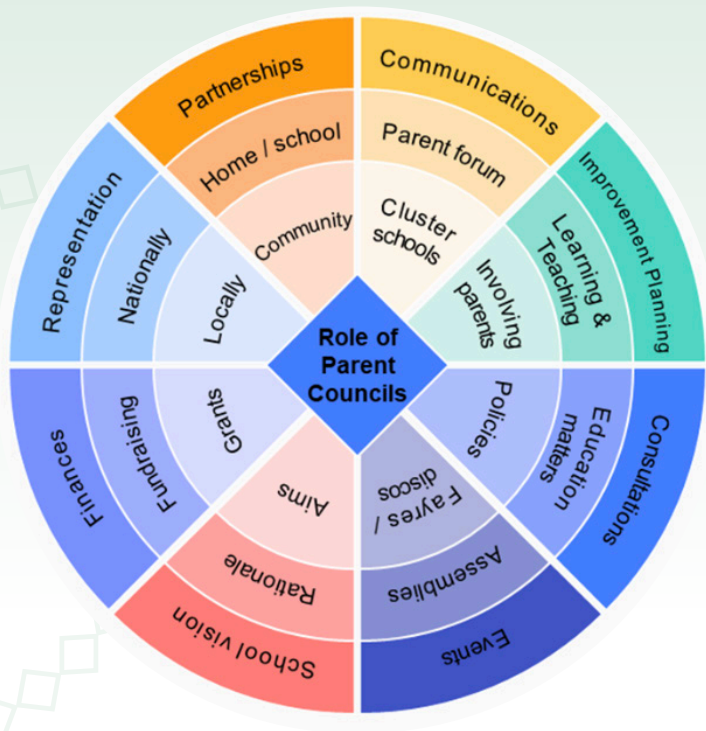
What have we done in recent years?

- Held regular MAPP meetings that were open to all parents/carers and the Minutes of our meetings were added to the school website so that parents could see what had been discussed
- Worked closely with the Head Teacher and staff whenever possible

Section 6: The School Organisation

- Donate money to the school to subsidize the S6 Leadership Trip
- Organised guest speakers for the benefit of parents/carers
- Promoted MAPP at several school events, especially at P7 Induction events
- Represented Morgan and MAPP at the Celebration in the Park event in Baxter's Park
- Discussed and gave our views on the latest School Improvement Plan

[Education Scotland - Parent Council Information](#)



Section 7: Additional Information

EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMA provides financial support for 16 – 19 year olds who stay on in full time non advanced education or a community/voluntary Activity programme after their statutory school leaving date.

To be eligible for an EMA in 2024/25 the student must:

- Pupils born between 1st March 2006 and 30th September 2009 may be eligible for an award starting in August 2025.
- Pupils born between 1st October 2009 and 28th February 2010 may be eligible for an award starting in January 2026. Pupils eligible from January 2026 do not need to wait until January to submit their application form.
- Do you attend a Dundee school or do you reside in the Dundee area and are you undertaking a programme of learning in a community or voluntary setting?
- Is your 2023-24 household income:
- £24,421 per annum or less (for families with a single dependent child) or
- £26,884 per annum or less (families with more than one dependent child)?

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2-weekly basis.

To apply for EMA please contact:

Email: ema@dundeecity.gov.uk

Tel: 01382 433749

Section 7: Additional Information

School Meals

Secondary schools operate self-service cafeterias. In secondary schools, the cost according to what the individual pupil chooses from the menu.

All children staying for lunches within school will eat in the dining hall. Special dietary requirements can be catered for, on the production of medical advice. Arrangements can be made for pupils who require special diets by contacting the Head Teacher.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is always supervised by school staff.

Free School Meals

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit where take home pay is not more than £850 per month, Support under Part VI of the Immigration and Asylum Act 1999.

Application forms can be submitted online [here](#).

Instrumental Tuition

Tuition fees and instrumental hire are free of charge.

School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance—Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is not more than £796 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £19,995 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into your bank account. If you do not have a bank account we will contact you to discuss other payment options.

Section 7: Additional Information

The current value of a Clothing Grant is £125 per primary school child and £155 per secondary school child.

Automatic Awards

Most families will get an automatic award, which means they will not need to fill in a new application form each year.

You get an automatic award if you meet these conditions:

- you got an award in 2024/25 and
- you get Housing Benefit or Council Tax Reduction.

Payments will be made from 07 July onwards.

Otherwise, you must apply.

You will not get an automatic award if your child is entering P1.

Application forms can be made online [here](#).

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

www.parentpay.com

Leaving Dates

Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

Section 7: Additional Information

S4

SCQF Level 4 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	89%	91%	92%	94%	93%	91%	90%	93%	91%
2 or more	85%	83%	89%	89%	86%	83%	84%	89%	80%
3 or more	82%	74%	85%	87%	81%	79%	77%	80%	70%
4 or more	77%	65%	73%	82%	70%	73%	69%	67%	62%
5 or more	59%	53%	48%	71%	56%	59%	58%	53%	49%
6 or more	35%	32%	25%	57%	34%	36%	41%	31%	42%

SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	59%	59%	62%	73%	81%	77%	73%	79%	68%
2 or more	46%	43%	50%	60%	65%	65%	64%	65%	57%
3 or more	38%	37%	40%	50%	58%	52%	53%	54%	46%
4 or more	33%	34%	28%	40%	44%	41%	39%	40%	41%
5 or more	21%	26%	19%	27%	34%	31%	30%	28%	32%
6 or more	13%	17%	11%	21%	20%	19%	18%	21%	26%

S5

SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	74%	73%	68%	80%	79%	87%	81%	78%	85%
2 or more	60%	59%	58%	66%	70%	75%	73%	70%	76%
3 or more	55%	53%	54%	58%	60%	68%	63%	59%	69%
4 or more	41%	47%	48%	49%	52%	62%	57%	53%	56%
5 or more	33%	42%	42%	42%	46%	56%	49%	45%	49%
6 or more	29%	38%	34%	34%	41%	49%	37%	38%	40%

SCQF Level 6 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	33%	41%	39%	40%	45%	54%	50%	46%	54%
2 or more	23%	29%	33%	28%	38%	46%	37%	35%	38%
3 or more	15%	23%	26%	24%	28%	34%	28%	27%	27%
4 or more	11%	16%	17%	15%	14%	24%	22%	20%	21%
5 or more	4%	9%	9%	9%	9%	11%	10%	11%	11%

Section 7: Additional Information

S6

SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	75%	75%	73%	75%	87%	85%	93%	86%	83%
2 or more	68%	62%	61%	63%	71%	73%	77%	74%	74%
3 or more	61%	56%	56%	56%	62%	63%	71%	66%	63%
4 or more	52%	46%	51%	52%	52%	56%	65%	60%	56%
5 or more	47%	39%	46%	49%	46%	49%	59%	54%	51%
6 or more	42%	33%	41%	44%	40%	44%	56%	45%	45%

SCQF Level 6 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	49%	39%	46%	54%	52%	53%	66%	60%	57%
2 or more	35%	31%	37%	44%	38%	44%	49%	48%	48%
3 or more	29%	24%	26%	36%	30%	39%	43%	38%	37%
4 or more	24%	21%	20%	28%	25%	29%	35%	29%	30%
5 or more	20%	18%	15%	21%	21%	20%	27%	25%	24%

SCQF Level 7 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025
1 or more	16%	9%	12%	22%	16%	27%	23%	16%	20%
2 or more	5%	3%	5%	6%	4%	7%	4%	2%	7%
3 or more	1%	1%	2%	3%	2%	2%	1%	1%	2%



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dundeecity.gov.uk