

Greenfield Academy | School Handbook



January 2026

Love | Ambition | Perseverance



**Greenfield Academy
Dundee, DD4 0JX
Tel 431130**

Email: greenfieldacademy@dundeeschools.scot

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NB The use of the term 'parents' in this document is deemed to include all carers of young people in our school.

Section 1: Welcome and Vision



Dear Parent,

I warmly welcome you to Greenfield Academy. Our greatest priority as a school is to provide each and every pupil with an educational experience of the highest quality that allows them to flourish as an individual.

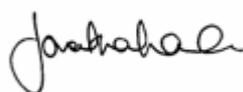
This handbook is designed to give you as much information as possible about our school, its aims and the opportunities that it offers. I hope it will give you an insight into Greenfield Academy and answer many of the questions that you may have.

The key to developing a successful school community is the quality of the relationships that exists between pupils, staff and parents. Understanding and valuing community is at the heart of our school, and we will do our best to ensure this happens in practice.

I look forward to welcoming you and your young person to our school community and hope you will share in, and promote, our newly established norms and values whilst at the same time support us in our continuous improvement.

I hope you and your young person will enjoy their time as a member of our family.

Kind regards,



Johnny Lothian
Head Teacher
Campus Leader, Drumgeith Community Campus

About Greenfield Academy

Greenfield Academy was founded in 2025 and at the time of writing is the newest learning community in Scotland and Dundee's largest Secondary school.

Drumgeith Campus is a new state of the art facility built on the site of Greenfield House, a once thriving late-Victorian market garden which planted, grew and nurtured produce which supported local industry, agriculture, and community life.

Like Greenfield House did over a century ago, we at Greenfield Academy aim to develop flourishing young people, by planting seeds of opportunity, nurturing growth and cultivating learning within our school community.

Greenfield Academy is based within the new Drumgeith Community Campus facility. The campus represents Dundee's largest ever investment in education, sport, and community provision and provides the school with an outstanding build and unrivalled resources that are now benefitting our young people, families and the wider community of the East End and Northeast of Dundee.

Drumgeith Campus resides at the very heart of the community and delivers the opportunities and partnerships that really matter and make the most difference to the lives of people in the east of the city. These opportunities are developed in partnership with the school, allowing our young people and families to benefit.

Our current cohort of young people mainly come from our six feeder primary schools, but we do have a small proportion of young people who are placing requests into our school from other areas of our city and surrounding local authority borders.

At Greenfield Academy, we have a school roll of around 1490 young people. Using the Scottish Index of Multiple Deprivation, 58% of our young people live in an area amongst the 20%* most deprived areas of Scotland.

Across other key measures, 38%* of our young people are in receipt of Free School Meals, 54% of our young people have an identified additional support need and 2% of the cohort have English as an additional language.

**figures are accurate as at Census, September 2025*

One of the distinctive features of the school is the range of partnerships in place to support children and families within the community campus setting.

At Greenfield Academy we are moving towards becoming a fully accredited Rights Respecting School.

Working with UNICEF UK, the world's leading organisation working for children's rights. The United Nations Convention on the Rights of the Child is an important agreement made by governments worldwide to uphold and protect children's rights.

The Rights Respecting School Award involves staff and young people:

- **Teaching and learning: ABOUT** the rights set out in the United Nations Convention on the Rights of the Child.
- **Teaching and learning: THROUGH** rights so that everyone respects the rights of others.
- **Teaching and learning: FOR** the rights of others so that we stand up for the rights and help make our school, our local and global community a fairer place.

The Rights Respecting Schools Award takes participants through bronze, silver and gold accreditations. Currently at Greenfield Academy we have been accredited the bronze award for our work so far, and we are now working towards silver. The silver award is achieved by embedding the Conventions of the Rights of the Child into policy, practice and culture of schools.



School Aims and Values

We feel that it is important that we have a clear statement of responsibilities for our young people who attend Greenfield Academy. The School Aims and Values are a statement of what you and your young person can expect of us. We ask that you support us in the achievement of our aims and reinforce to your young person the expectations of living our values in all that we do, every day.

Our vision



Greenfield Academy is a
safe and inclusive school
where
every child
is supported to
learn, grow, and thrive
in a loving community.

♥ Love ♦ Ambition ✧ Perseverance

UNIVERSITY OF CHANGING
LIFE & FUTURE

This slide features a dark green header with the title 'Our vision' in white. Below the header is a white sign with a hand pointing to the text. The sign is set against a background of stylized trees and a green hill. The Greenfield Academy logo is in the top right corner. At the bottom, there is a dark green bar with the school's motto and a small logo.

Our values



Love

Ambition

Perseverance

♥ Love ♦ Ambition ✧ Perseverance

UNIVERSITY OF CHANGING
LIFE & FUTURE

This slide features a dark green header with the title 'Our values' in white. Below the header are three boxes containing the words 'Love', 'Ambition', and 'Perseverance', each accompanied by a hand-drawn icon (a heart, a star, and a flower respectively). The background shows stylized trees and a green hill. The Greenfield Academy logo is in the top right corner. At the bottom, there is a dark green bar with the school's motto and a small logo.

Our aims



Enable potential to flourish

Understand community

Cultivate learning

Nurture growth

Plant seeds of opportunity

♥ Love ♦ Ambition ✧ Perseverance

UNIVERSITY OF CHANGING
LIFE & FUTURE

This slide features a dark green header with the title 'Our aims' in white. Below the header is a central stylized tree with six branches. Six boxes with icons and text are arranged around the tree: 'Enable potential to flourish' (flower icon), 'Understand community' (globe icon), 'Cultivate learning' (books icon), 'Nurture growth' (seedling icon), 'Plant seeds of opportunity' (seedling icon), and 'Understand community' (globe icon). The background shows stylized trees and a green hill. The Greenfield Academy logo is in the top right corner. At the bottom, there is a dark green bar with the school's motto and a small logo.

Section 2: School Information

School Address	Greenfield Academy Drumgeith Road DUNDEE, DD4 0JX
Telephone:	01382 431111
Email Address:	greenfieldcademy@dundeeschools.scot
Website:	https://greenfieldacademy.ea.dundee.city.sch.uk/
Senior Management Team:	Head Teacher, Mr Johnny Lothian Business Manager, Miss Claire Farningham Depute Head Teacher, Mr James Gill Depute Head Teacher, Miss Michelle Reid Depute Head Teacher, Mr Kenneth Clarkson Depute Head Teacher, Mr Grant Edwards Act. DHT, Mrs Laura Seffen
School Status:	Non-Denominational. S1 - S6
School Roll:	1490
School Hours:	8.45am – 3.40pm (Mon – Wed) 8.45am – 2.50pm (Thurs – Fri)
Parent Partnership Information:	Ms Carolann Patterson (contact via school office)

Office Hours

The school office is open from:

Monday – Wednesday	8.00am – 4.15pm
Thursday	8.00am – 3.30pm
Friday	8.00am – 3.30pm

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Our latest communication tool is the Parent Portal app that all parents / carers are encouraged to sign up to. This tool can be accessed 24 hours day and can be used to report absence and view reports amongst other things.

At Greenfield Academy, we believe that close and positive contact and co-operation with parents / carers is essential for the support, well-being and progress of the young people whom we serve. We welcome contact from parents and assure you that such contact will never be considered as an imposition. A mutually convenient time can usually be found for you to meet with the relevant Guidance teacher or, if appropriate, a member of the Senior Leadership Team, which avoids disrupting learning and teaching time.

As a matter of course the school will be in touch with you in a number of ways throughout the year.

- Newsletters are sent home on a termly basis
- Parent letters are sent home with specific information or for specific purposes
- Pupil tracking reports are issued twice or three times per year (year group dependant)
- There is one Family contact evening for each year group during the session, involving 1-1 teacher/carer meetings.
- Via Text Message if we have important information to share
- GroupCall Xpressions App
- School Website

Experience has taught us that young people do best in their learning when there is a close liaison and shared agenda between school and home. We are committed to creating, maintaining and developing such links with our parents.

School Calendar

Greenfield Academy | dates for your diary

Session 25-26

<p>Term Dates and Holidays</p> <p>Term 1 – Autumn Term Mon 17th August Session begins for all staff (INSET 1) Tues 18th August Session begins for all young people Friday 3rd October Autumn Term ends</p> <hr/> <p>Term 2 – Winter Term Mon 20th October Winter Term begins Thurs 13th November INSET DAY 2 Fri 14th November INSET DAY 3 Tues 23rd December Winter Term Ends</p> <hr/> <p>Term 3 – Spring Term Wed 7th January Spring Term starts Fri 13th February Mid-term holiday 1 Mon 16th February Mid-term holiday 2 Tues 17th February INSET DAY 4 Thurs 2nd April Spring Term ends</p> <hr/> <p>Term 4 – Summer Term Mon 20th April Summer Term starts Mon 4th May May holiday 1 Friday 22nd May INSET DAY 5 Mon 25th May May holiday 2 Fri 3rd July Summer Term / school session ends</p> <hr/> <p>Session 2026 – 2027 Mon 17th August New school session begins (staff) Tues 19th August New school session begins (pupils)</p> <hr/> <p>Assessments and SQA Exam Dates Final SQA Exams 22nd April 2026 – 2nd June 2026</p> <p><small>Formal Assessments throughout the session at appropriate times for each individual course</small></p>	 <p>Greenfield Academy Drumgeith Community Campus Dundee DD4 0NX Tel: 01382 431111 Campus Leader—Johnny Lothian</p> <p>Email address—greenfieldacademy@dundeedschools.scot</p> <hr/> <p>Reporting</p> <table border="0"> <tr> <td>S1 Tracking Report 1</td> <td>w/b 19th January 2026</td> </tr> <tr> <td>S1 Tracking Report 2</td> <td>w/b 25th May 2026</td> </tr> <tr> <td>S2 Tracking Report 1</td> <td>w/b 3rd November 2025</td> </tr> <tr> <td>S2 Tracking Report 2</td> <td>w/b 30th March 2026</td> </tr> <tr> <td>S3 Tracking Report 1</td> <td>w/b 24th November 2025</td> </tr> <tr> <td>S3 Tracking Report 2</td> <td>w/b 4th May 2026</td> </tr> <tr> <td>S4-56 Tracking Report 1</td> <td>w/b 20th October 2025</td> </tr> <tr> <td>S4-56 Tracking Report 2</td> <td>w/b 23rd February 2026</td> </tr> </table> <hr/> <p>Family Contact Evenings</p> <table border="0"> <tr> <td>S1</td> <td>Tues 20th September 2025</td> </tr> <tr> <td>S2</td> <td>Mon 9th February 2026</td> </tr> <tr> <td>S3</td> <td>Mon 12th January 2026</td> </tr> <tr> <td>S4</td> <td>Mon 1st December 2025</td> </tr> <tr> <td>S5-56</td> <td>Tues 9th December 2025</td> </tr> </table> <p><small>Please note all Family Contact Evenings will be hosted in person in the school building.</small></p>	S1 Tracking Report 1	w/b 19th January 2026	S1 Tracking Report 2	w/b 25th May 2026	S2 Tracking Report 1	w/b 3rd November 2025	S2 Tracking Report 2	w/b 30th March 2026	S3 Tracking Report 1	w/b 24th November 2025	S3 Tracking Report 2	w/b 4th May 2026	S4-56 Tracking Report 1	w/b 20th October 2025	S4-56 Tracking Report 2	w/b 23rd February 2026	S1	Tues 20th September 2025	S2	Mon 9th February 2026	S3	Mon 12th January 2026	S4	Mon 1st December 2025	S5-56	Tues 9th December 2025	<p>Key Events Celebration of Achievements and Prize Giving Prizegiving Ceremony</p> <hr/> <p>Performance and Events</p> <table border="0"> <tr> <td>Summer Concert</td> <td>Tues 23rd June 2026</td> </tr> </table> <hr/> <p>P7 Transition Events</p> <table border="0"> <tr> <td>P7 Open Evening</td> <td>September 2025</td> </tr> <tr> <td>Information Evening</td> <td>June 2026</td> </tr> <tr> <td>Transition Days</td> <td></td> </tr> </table>	Summer Concert	Tues 23rd June 2026	P7 Open Evening	September 2025	Information Evening	June 2026	Transition Days	
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Further information about future school holiday dates can be found on the Dundee City Council website at <http://www.dundee.gov.uk/education/schoolholidays1/>

House Structure

Greenfield Academy House Structure

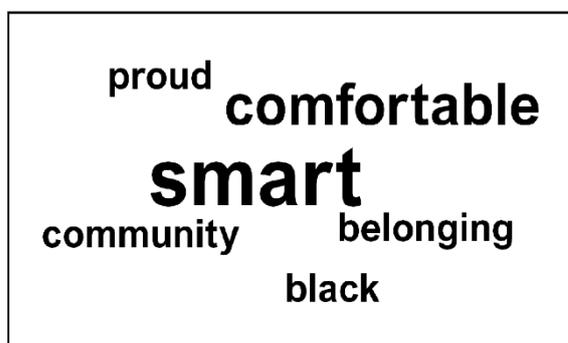
 <p>BAXTER</p>	 <p>MONIKIE</p>	 <p>DAWSON</p>	 <p>CAIRD</p>	 <p>SLESSOR</p>
<p>House Head: Mr Edwards</p>	<p>House Head: Mr Clarkson</p>	<p>House Head: Miss Reid</p>	<p>House Head: Mr Gill</p>	<p>House Head: Mrs Seffen</p>
<p>Guidance Staff: Mrs Telfer Mr Gray Miss Murray</p>	<p>Guidance Staff: Miss Durham Miss Cleall-Harding</p>	<p>Guidance Staff: Mr Fraser Mr Klepang</p>	<p>Guidance Staff: Mrs Penny Mrs Inness</p>	<p>Principal Teachers: Mrs Robertson Mr Neill</p>

Section 3: School Policies & Practical Information

School Uniform

We have conducted a full consultation with our parents in creating our uniform policy.

What does our community want our uniform to say about us?



We believe that a school uniform plays a crucial role in promoting pupil safety and a positive school and community ethos.

There is an expectation for all pupils to wear the agreed school uniform. This helps us in our aim of encouraging children to take a pride in their appearance, ensure the safety of our young people by ensuring they are identifiable and to have respect for their school.

Safety and security is our priority.

Students must therefore always wear something that identifies them as a Greenfield Academy student while on campus. This can be the Greenfield Academy tie or any one of our branded items.

Accepted	Not accepted
<ul style="list-style-type: none"> • School Blazer: Black with school badge • School Tie or S5/6 tie • School Hoodie, sweatshirt, quarterzip or fleece: Plain black or black with school badge • Shirt or poloshirt: Plain white or with school badge • Trousers, Skirt/tights, Shorts: Plain black. Skirts should be of an appropriate length. • Footwear: Plain black <p>While we encourage parents and carers to support our branded clothing items, we will accept simple plain black and plain white items.</p>	<ul style="list-style-type: none"> • Branded clothing: hoodies/sweaters/t-shirts • Leisurewear: Tracksuit or jogging bottoms • Leggings • Coloured footwear: White trainers / Converse boots etc

Additional Guidelines

- **PE Kit:** Students should bring a plain black T-shirt, plain black shorts/joggers/sports leggings, and appropriate footwear. School-branded black sports T shirt will be available to purchase for this purpose.
- **Practical Subjects:** In some practical settings (CDT, Science, hoodies are not appropriate from a safety perspective, and students will be asked to remove these items. Students should ensure that they are wearing appropriate clothing under hoodies/sweaters (plain white shirt or polo shirt
- **Outerwear:** Students will be expected to remove all outer coats and jackets inside the classroom.

Access to branded uniform

Our uniform is available from the BeUniform shop, Dundee.

[BE Uniforms Dundee](#)

Compliance

Students are expected to follow the uniform policy at all times.

Parents and guardians are asked to work in partnership to support the school in maintaining high standards of uniform and work positively with us when issues arise. Students can expect encouragement from all school staff to comply fully with the uniform policy and can expect to be challenged when they do not meet the standard. Reception Teachers will play a key role in sensitively helping students to resolve any uniform issues and Guidance staff will work supportively with students and families to access uniform or help remove barriers to compliance.

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 earned income is not more than £850 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction, or Child Tax Credit with income assessed below the relevant threshold, 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.

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

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 8 July onwards.

Otherwise, you must apply.

For more information, please follow the link provided.

[School Clothing Grants | Dundee City Council](#)

Application forms can be submitted online: <https://www.dundee.gov.uk/eduforms>

Cost of the School Day

School Meals

The cost of a school lunch varies according to what the individual young person chooses from the menu. Typically, a meal (including drink and snack) will cost £2.25. (Kitchen have said a main meal and a drink OR a main meal and a snack is £2.25- you can't get a drink and snack together. You can however get a sandwich, drink and snack for £2.25.)

We encourage all young people to stay in our social spaces at lunchtime and, if they would prefer to bring their own lunch with them, they are welcome to eat it in our service areas.

Please inform the school office in writing if your young person has any special dietary needs so that arrangements can be put in place.

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 monthly earned income is not more than £850, Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit only with an income of less than £19,995, or both Child Tax Credit and Working Tax Credit with an income of less than £9,552 (as assessed by HMRC).

For more information, please follow the link provided.

[Free school meals - mygov.scot](#)

Application forms can be submitted online: <https://www.dundee.gov.uk/eduforms>

Instrumental Tuition

Tuition fees and instrument hire are free of charge in all Dundee City Council schools.

Education Maintenance Allowance (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.

Do you qualify for EMA

- **Pupils born between 1 March 2006 and 30 September 2009** may be eligible for an award starting in **August 2025**.
- **Pupils born between 1 October 2009 and 28 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 undertaking a **programme of learning in a community or voluntary setting?**
- **Was your household income:**
 - **£24,421** per annum or less (for families with **one dependent child**), or
 - **£26,884** per annum or less (for families with **more than one dependent child**)

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

For more information, please follow the link provided.

[Education Maintenance Allowance \(EMA\) 2025/26 | Dundee City Council](#)

How to apply for EMA

Application forms can be submitted online: <https://www.dundeeecity.gov.uk/ema>

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/carers the freedom to make payments by debit or credit card whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school.

If you already have a ParentPay account, you don't have to do anything. If you haven't yet activated a ParentPay account, please contact the school office who will print an activation letter to enable you to set up your account.

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.

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 messages and letters home. You can be assured that we will never send a young person home without first checking that there is an adult at home.

Placing Requests

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. We are part of a new trial process and placing request forms can be accessed from the following link [ADHOC Placing Request - MyDundee](#)

School Absence Procedures

Please telephone the school as soon as possible if your child is absent.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence, a member of the Pupil Support Team will arrange to visit you and your child at home.

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

Attendance Initiative

- If your young person is ill and cannot attend school please telephone the school before, or as soon as possible after 8.45am 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.
- If your young person is absent for more than three days, please call again, e-mail or write to tell us. Parent / Carer will need to contact us on each day of any continued absence if they have not already informed of a definite period of absence for their young person.
- If you have not contacted the school to say your young person is absent and have received a text message, please contact us as soon as possible.

Regular attendance at school ensures your young person 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 –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Appointments

If your young person has an appointment during the school day or needs to leave school for any other reason, please call the school office. We would appreciate it if routine appointments could be made out with school hours but understand that this isn't always possible.

If your young person does need to leave school during the school day they must be collected by a parent/carer at the main reception.

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.

Promoting Positive Behaviour

At Greenfield Academy we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

The Relationships Policy was developed by staff, pupils and parents and underpins our school expectations of **Ready, Respectful, Safe**.

The purpose of the policy is to create a calm ethos, where everyone feels they are included, they belong and are cared for. We work in partnership to remove barriers, creating an engaging and empowering climate for learning. We want our young people to become responsible and successful citizens who can flourish.

Positive relationships in our learning community are central to the well-being of learners and staff and underpin an effective learning environment. There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. This policy should not be used in isolation; it links directly to the Greenfield Academy Standard for Learning and Teaching, specifically relating to planning learning and creating a positive learning climate. This guidance has been developed to promote consistent application of our Relationships Policy and our relationship-based practice.

At Greenfield Academy we believe positive relationships and behaviour to be integral to achieving a happy, healthy and safe learning community. We aim to place the young person at the centre of all decisions that affect their learning so that each individual within our community can be appropriately supported to be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included.

It is everyone's responsibility to choose the correct behaviour in school. Reminders of expectations and responsibilities are displayed in all learning environments and corridors.

A full copy of our Relationships policy can be found on our website.

Tobacco/Alcohol/Illegal Substance/Legal Highs

Dundee City Council's no-smoking policy applies to all pupils as it does to school staff.

Smoking is not allowed during the school day or on the way to and from school. This includes the use of e-cigarettes or vapes. Should a young person be found smoking on school grounds or within the close vicinity of school, contact will be made with the parent in the first instance. Should this happen on a second occasion the young person will face further consequences that may include exclusion from school.

Alcohol, drugs and other illegal substances are prohibited in school. Pupils found to be in possession, or under the influence, of such will be subject to the full process of the law.

School Concerns and Complaints Procedures

Please share any concerns with your young person's Guidance teacher in the first instance. If you have any concerns in relation to a member of staff, please contact the office, asking to speak with a member of the Senior Leadership Team.

To try and support your concerns as early as possible, Mr Lothian holds a HT parent/carer drop in on the last Tuesday of the month (5 – 7pm). You are welcome to come and discuss any concerns at this time.

We aim to deal with concerns in a proactive and timely manner.

If you have made a formal complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in Dundee City Council's Children and Families Service.

Home Learning

At Greenfield Academy, our approach to Home Learning is designed to support our young people's learning. Research shows that Home Learning can have a positive effect on the outcomes of Secondary school pupils, especially when linked to classroom work^[1].

Our Home Learning tasks are designed to consolidate classroom learning; increase subject knowledge; establish research and study habits and nurture an independent work ethic that supports skills for life and work.

What kind of home learning can I expect?

Home Learning tasks set should be relevant and supportive of current learning. Examples of the types of Home Learning Tasks set by Departments may include:

- Retrieval and Revision quizzes
- Research and enquiry tasks
- Revision for assessments
- Personal Reading
- Practicing/ rehearsal for presentations
- Tasks on Home Learning platforms such as Achieve

How do learners access home learning?

All pupils can access Home Learning work on Microsoft Teams. In the case of long-term absence, pupils can also access Home Learning material on their class Teams.

How much set home learning should I expect?

In the BGE (S1-3) pupils will be issued home learning tasks a minimum of once a term, per curricular area. This rate may be higher for curricular areas where they see students for more than one period in the week.

In the Senior phase, home learning tasks will be issued more frequently, and pupils should be taking time every week to make sure they are up to date with home learning tasks, and their own revision of content covered in class.

Parents will be notified via the reporting system, or messages home, where homework is repeatedly failing to be completed.

Access to IT

Pupils who do not have adequate ICT access at home can access ICT provision through use of laptops in the Greenfield Academy Community Library. In addition, on Monday - Thursday there is a supervised ICT provision available to all learners for one hour at the end of the school day, in ICT 8.

Why is regular home study important?

We know from research that regular home study and revision can have a positive impact on outcomes for young people in a secondary school setting. Young people that revise and study out with classes regularly, tend to better than those who don't.

Regular and routine home study habits established in the early years of Secondary school can help young people to manage their study workload more effectively, with this becoming increasingly important in the Senior Phase (S4-6).

[Education Endowment Foundation Homework | EEF](#)

Section 4: Parental Involvement

A working group of parents, in liaison with the Head Teacher and Dundee City Council, agreed the details of the Greenfield Academy Parent Partnership (GAPP).

The role of the GAPP is as follows:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all parents.
- To develop and engage in activities which support the education, welfare and personal development of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education, welfare and personal development of the pupils.

The Head Teacher will attend GAPP meetings. Meeting dates will be published on the school website, our weekly newsletter and our X feed.

The GAPP has a facebook presence

All parents of pupils at the school can, and are encouraged to, attend GAPP meetings whether they are members or not. The agenda of the meetings will be shared with parents in advance so please feel free to come along at any time to observe or to contribute to the meetings (with no obligation!).

Section 5: The Curriculum

Curriculum for Excellence 3-18

Within Greenfield Academy we deliver education within the framework of the Scottish Government’s Curriculum for Excellence. Its aim is 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 before they enter the Senior Phase in S4 – S6.

Curriculum for Excellence is 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. At Greenfield Academy, we are committed to providing children with a broad general education experience, focused on eight curriculum areas and through our extra-curricular opportunities.

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

At Greenfield Academy the curricular areas are allocated the following periods within the BGE. In addition to the curriculum areas above, students also study two periods of Project Based Learning (PBL) in S1 and two periods of “My Academy” personalised curriculum elective in S2.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S1	English & Literacy					Maths & Numeracy					Mod L	Science			SocS			Technologies					Expressive Arts			HWB	RME	PBL					
															Hist	Geog	Mods	Com	Bus	CDT	HE	Mus	Dra	Art	PE	PSE							
S2	English & Literacy					Maths & Numeracy					Mod L	Science			SocS			Technologies					Expressive Arts			HWB	RME	My Academy					
															Hist	Geog	Mods	Com	Bus	CDT	HE	Mus	Dra	Art	PE	PSE							
S3	English & Literacy					Maths & Numeracy					Mod L	Science			SocS			Expressive Arts			Technologies			Electives 1			Electives 2			HWB	RME		
																											PE	PSE					

Progress in BGE learning is assessed and reported through curriculum levels as follows:

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

At the end of the Broad General Education learners are supported in planning a course of study through what is referred to as the Senior Phase. This curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the benchmarks which they will have achieved by the end of S3. The S4-6 Senior Phase enables young people to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work. At Greenfield Academy the senior phase allocation of periods is as follows:

Greenfield Curriculum Model 2026/2027																																	
S4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	English & Literacy					Maths & Numeracy					Choice 1					Choice 3					Choice 4					Choice 5					PE	PSE	RME
S5/6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	Choice 1						Choice 2						Choice 3						Choice 4						Choice 5						PE	PSE	RE

During the Senior Phase, young people will build up a portfolio of qualifications. It is at this stage of their educational journey that the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the Senior Phase, however, comprises of more than programmes that lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, volunteering 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 at Greenfield Academy, we work with a range of partners (including colleges, employers, and community learning and development providers) to offer flexible pathways that meet the needs of all learners and raise the attainment levels of all pupils.

As well as National, Higher and Advanced Higher Qualifications there is also a wide range of National Progression Awards, vocational qualifications and awards that young people can choose, offering increased flexibility and a greater focus on skills and applying learning to real-life situations. More specific and individualised information about your child's learning can be obtained from the school, including skills for work; leadership and personal development opportunities. Further information on the range and levels of courses that are on offer can be seen on our website.

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 young people 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.

Religious Observance

Through the school's ethos and within the curriculum, opportunities arise throughout the pupil's experiences to explore morals and values. We help learners develop a responsible attitude to others as well as their own beliefs and values. Pupils are encouraged to develop an understanding of many religions including Christianity.

Through specific focused inputs during the academic year, each year group has the opportunity to develop their skills of reflection, critical thinking and learn how to act when making moral decisions. The school welcomes diversity and individuality whilst emphasising our common commitment to moral values such as honesty, compassion, justice and respect for others. It is a fundamental principle of Greenfield Academy that all who are involved in the life of the school feel valued and have the right to be respected as individuals. All within the school community carry the responsibility to act in a considerate and respectful manner toward one another.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance". Parents wishing to exercise this right should discuss with the Head Teacher.

Prayer Room

Young people who wish to make use of a quiet room for individual prayer and contemplation can do so during their lunch break. Any queries should be directed to the relevant Guidance teacher in the first instance.

Assessment

Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person's progress and achievements and to identify next steps in learning. As your child moves through the curriculum, they will experience a range of approaches to assessment.

Throughout S1 to S3 all Young People follow a Broad General Education. Assessment of young people's progress and achievement during their broad general education will be based on teacher's assessment of their knowledge and understanding, skills, attributes and capabilities.

Over the course of S1 to S3 all Young People will also be involved in a variety of Standardised Assessments. These are diagnostic assessments that provide information for teachers on how well children are doing in literacy and numeracy, to help guide learning and teaching, and allow teachers to identify possible strengths and weaknesses in learning which need to be considered to ensure appropriate teaching and progress takes place.

These assessments are also designed to produce national-level information about children and young people's progress for teachers' use in school and the Scottish Government at national level. National level information covers the whole of Scotland and not individual schools.

In S4 to S6 Young People make their way through the Senior Phase. Assessment continues to be an integral part of learning and teaching and, in addition to providing a picture of a young person's progress and achievements and to identify next steps in learning, all young people will also experience a variety of assessment practices which lead to qualifications.

Reporting to Parents and Carers

Engaging with Parents and Carers in a meaningful manner that supports learning at home and at school is central to our reporting procedures.

There will be between three and four formal reporting activities each session for every pupil. These formal reporting activities will include a combination of:

- Face to face parent consultation meetings (e.g. Parents' Evenings)
- Written Reports

Every pupil will receive one written report with comments on progress in learning in addition to tracking reports. The timings of these reports can be found in the school calendar.

At all levels, provision exists for communication from individual teachers to be sent home, and parents in turn are invited to discuss progress with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate Guidance teacher.

Supporting Transitions Beyond Greenfield Academy

Greenfield Academy works in partnership with Skills Development Scotland (SDS) and Developing the Young Workforce (DYW) to ensure that every pupil receives high-quality careers guidance and targeted support as they progress through school. Together, these services help young people develop the skills and confidence they need to move into a sustained positive destination when they leave us.

SDS advisers are based in Greenfield Academy most days. They work with pupils both individually and in groups at key points throughout the school year. All pupils are first introduced to SDS through their Personal and Social Education (PSE) classes, where they begin to explore the world of work and career pathways.

Within the BGE S1-S3, pupils are supported to build an initial understanding of careers education. This includes developing awareness of the wide range of opportunities available to them, learning about different industries and roles, and gaining insight into their own strengths and interests. SDS also supports pupils as they make their subject choices, helping them understand how these decisions link to future career routes. As pupils move into S4, the focus shifts towards helping them make informed decisions about their next steps, whether they intend to stay on at school or consider leaving. During this stage, SDS offers personalised guidance and support with applications, CV writing, interview preparation and readiness for work experience.

For pupils in S5 and S6, the support becomes even more focused on the transition beyond school. The SDS team assists young people with UCAS applications, college submissions, apprenticeship opportunities and job-search strategies, particularly during key recruitment periods. This support continues throughout the senior phase, ensuring pupils have access to career guidance whenever they need it. In addition to their work with individuals and groups, SDS advisers attend parents' evenings, information events, TATC meetings and our school careers fairs, providing important advice and support to families as well as pupils.

Alongside this, Greenfield Academy benefits from a dedicated DYW School Coordinator who plays a key role in strengthening the connection between curriculum learning and the world of work. The DYW Coordinator works with departments across the school to engage employers and develop meaningful, career-related learning opportunities. This partnership helps pupils recognise how the knowledge and skills they gain in the classroom relate directly to real-world industries and future career pathways.

Our subjects across the curriculum also contribute significantly to our pupils' readiness for life beyond school. Through ongoing collaboration with SDS and DYW, departments embed career education within their everyday practice. This helps pupils develop an understanding of the relevance of their learning, the variety of roles and sectors connected to their subjects, and the confidence to plan their future pathways. Across all subject areas, pupils also continue to build meta-skills such as problem-solving, creativity, communication, collaboration, self-management and responsibility. These transferable skills are essential not only for employment, but also for further learning and for life in general.

Section 6: Support for Pupils

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.

Support for learning takes place in every class and is the responsibility of all staff in the school. All pupils are encouraged to work to the highest level of their ability and extra support is available for children who may require it to help them achieve their potential. Staff across the school work collaboratively to ensure that children and young people's individual learning needs are met.

The allocation of Support for Learning staff 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.

Assessment and planning for learner needs may be done through an Individualised Education Plan (IEP) where appropriate, which identifies a learner's strengths, barriers to learning and what action or support is 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.

To help assess the specific needs of any pupil who may require extra help, the school is able to call upon the services of 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.

As a parent/carer you can access a wide range of information about additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <https://www.dundee.gov.uk/additional-support-needs>

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), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

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 - 0345 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) and www.enquire.org.uk/yp (for children and young people)
- 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'.

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.

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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:

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'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

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Section 7: School Improvement

School Improvement Plan Session 2025/26

“Building our learning community from strong foundations”

PRESENT

Classrooms are calm spaces where learners feel safe, valued and are ready to engage in their learning.

Overall school attendance is higher than 88% for session 2025-26.

PARTICIPATING

There is a shared understanding and consistent application of high-quality learning and teaching within a culture characterised by appropriate professional learning and collegiate working.

The Dundee Standard of Inclusive Practice is becoming embedded and is evident in all learning settings.

PROGRESSING

Increase in cohort % of L5 secured attainment in S4

Increase in % of S4 course completion rate.

Improvement in cohort % of BGE students achieving national standard in literacy and numeracy by the end of S3.

What matters to pupils is at the heart of our decision making

Our Values:
♥ Love ✦ Ambition ✧ Perseverance

Our improvement priorities have been generated through consultation with pupils, parents, partners and staff. For session 25-26, they are:

Attainment Data 2024 – 2025

Prior to Greenfield Academy opening, learners were members of the two distinct learning communities of Craigie High School and Braeview Academy. We outline attainment within these settings combined as an illustration.

Broad General Education Attainment Data (end of S3)

Craigie HS & Braeview Academy: S3 Achievement of a level - Reading					
	'19/20	'20/21	'21-22	'22-23	'23-24
2nd level and above	99%	100%	98%	100%	98%
3rd level and above	87%	96%	89%	86%	90%
4th level	52%	64%	63%	52%	64%

Craigie HS & Braeview Academy: S3 Achievement of a level - Writing					
	'19/20	'20/21	'21-22	'22 - 23	'23-24

2nd level and above	99%	100%	99%	100%	98%
3rd level and above	84%	96%	89%	85%	87%
4th level	46%	64%	62%	52%	60%

Craigie HS & Braeview Academy: S3 Achievement of a level – Listening & Talking					
	'19/20	'20/21	'21-22	'22-23	'23-24
2nd level and above	98%	100%	99%	100%	98%
3rd level and above	89%	96%	92%	88%	91%
4th level	45%	64%	64%	50%	65%

Craigie HS & Braeview Academy: S3 Achievement of a level - Numeracy					
	'19/20	'20/21	'21-22	'22-23	'23-24
2nd level and above	99.5%	98%	99%	99%	97%
3rd level and above	91%	91%	93%	77%	92%
4th level	76%	68%	71%	49%	74%

Senior Phase Attainment (S4 – S6)

Breadth and Depth Analysis: S4

SCQF Level 4 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	91%	90%	91%	90%	94%	97%	93%	92%	
2 or more	89%	86%	87%	87%	91%	91%	87%	88%	
3 or more	86%	79%	78%	84%	82%	82%	80%	85%	
4 or more	81%	71%	66%	78%	73%	60%	69%	78%	
5 or more	69%	56%	48%	66%	56%	36%	55%	70%	
6 or more	46%	33%	26%	41%	36%	21%	28%	52%	

SCQF Level 5 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	77%	69%	76%	75%	73%	78%	80%	79%	
2 or more	68%	58%	63%	66%	61%	66%	73%	72%	
3 or more	57%	53%	54%	59%	52%	54%	63%	62%	
4 or more	50%	46%	46%	51%	47%	42%	49%	53%	
5 or more	36%	36%	34%	41%	39%	29%	36%	43%	
6 or more	24%	22%	19%	29%	30%	19%	19%	26%	

Breadth and Depth Analysis: S5

SCQF Level 5 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	120%	83%	76%	83%	81%	82%	84%	85%	
2 or more	102%	78%	70%	77%	72%	73%	76%	78%	
3 or more	87%	68%	64%	72%	66%	65%	65%	71%	
4 or more	71%	63%	58%	65%	62%	55%	56%	63%	
5 or more	61%	57%	52%	54%	56%	50%	47%	56%	
6 or more	51%	51%	45%	46%	52%	46%	40%	47%	

SCQF Level 6 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	76%	58%	52%	56%	57%	52%	47%	58%	
2 or more	61%	45%	42%	44%	47%	41%	34%	45%	
3 or more	44%	35%	33%	35%	37%	38%	29%	34%	
4 or more	30%	25%	26%	24%	27%	32%	20%	22%	
5 or more	16%	12%	16%	11%	16%	20%	10%	14%	

Breadth and Depth Analysis: S6

SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	114%	120%	84%	82%	89%	87%	89%	88%	
2 or more	101%	105%	78%	75%	79%	74%	73%	78%	
3 or more	89%	93%	70%	69%	74%	68%	65%	66%	
4 or more	78%	82%	66%	63%	69%	65%	58%	59%	
5 or more	65%	75%	60%	59%	60%	60%	54%	49%	
6 or more	60%	64%	55%	52%	53%	56%	51%	44%	

SCQF Level 6 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	91%	82%	62%	65%	67%	65%	61%	54%	
2 or more	72%	70%	52%	53%	53%	52%	46%	43%	
3 or more	58%	58%	45%	47%	45%	45%	42%	37%	
4 or more	46%	49%	39%	42%	36%	39%	39%	31%	
5 or more	36%	42%	32%	33%	27%	34%	35%	24%	

SCQF Level 7 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	31%	24%	22%	26%	23%	22%	28%	18%	
2 or more	9%	10%	7%	11%	7%	10%	14%	8%	
3 or more	3%	3%	3%	4%	4%	3%	7%	1%	

Section 8: The Greenfield Academy Wider Curriculum

The Greenfield Academy Wider Curriculum further enriches the experiences of our young people. Comprising opportunities for leadership, volunteering, career, and other valuable experiences, we believe are helpful in complementing the academic achievement of our young people.

Career

Our young people benefit from a successful work experience programme in S3 and through further world of work opportunities throughout their senior phase education. However, our career education spans the full S1-S6 experience. Our staff are informed of the young people's career preferences from information gathered during course choice times, which allows them to best support their aspirations. We are committed to learning transferrable skills across all curricular areas which will equip our young people with the skills and qualities they will need for an ever changing 21st century world. We have strong partnerships with employers, further education, higher education and training providers, enabling us to guide them down the path that is best for them.

Leadership

Our young people benefit from a plethora of leadership opportunities that span across all year groups. Some of these opportunities can be found below, though can change from year-to-year.

- School Captain
- House Captain
- Senior Prefect
- S3 Prefect
- Mentors for Violence Prevention
- Departmental Ambassadors
- Cluster Ambassadors
- My World of Work Ambassadors
- Digital Leader
- Extra-curricular group leader / Sports Leader
- Learner Community Member

Volunteering

We are committed to expanding the volunteering opportunities our young people can access. We are proud of our work with partner organisations such as Barnardos, Dundee Volunteer & Voluntary Action, Police Scotland Youth Volunteering and many

more. Where a young person's age is a barrier to accessing volunteering through outside organisations, we encourage them to volunteer their time in school, some ways this can be seen in the school are in our school library, in departments, at parent/carer evenings and school events.

Experiences

This area focuses on the wider experiences our young people have access to. This varies from year-to-year as it is co-created with our young people, ensuring their interests are considered. From annual surveys we find out what they would like and support these clubs in getting started. Our staff or young leaders will then volunteer to facilitate clubs/groups/trips/experiences.

We ask for your support to encourage your child to take advantage of these opportunities. The list below is a summary of the extra-curricular offer, updated in January 2026.

GROUPS TO ATTEND AT GREENFIELD!					
GROUP	WHO CAN ATTEND?	WHEN?	WHERE?	INFO	STAFF LEAD
LGBTQ+	Everyone! Whether you're part of the community or an ally!	Fri lunchtime 12.40 – 13.10	Community Rm (beside campus entrance)	Anyone looking for a safe, supportive space to be yourself!	
Young Carers	Anyone who looks after/supports a family member at home	Friday Period 4	Community Rm (beside campus entrance)	*Every 2nd Friday*	Kim – Support Worker Louise – Youth Worker Kev/Jamie – Dundee Carers
MATHS	ANYONE!	Mon lunch & after school Tues lunch & after school Wed after school Fri lunch	Maths 2		Mon – Ms Stewart Mon after school – Ms Calder Tues – Mr Livingstone Wed – Mr Todd (Higher apps only) Friday lunch – Mrs Borland
YARNING	EVERYONE!	Wed lunchtime	Group Activity Room 1	Beginners welcome! Materials supplied	
SILENT READING	EVERYONE!	Wed lunchtime	Maths 9	Bring a book and your lunch!	

GROUPS CONTINUED....

GROUP	WHO CAN ATTEND?	WHEN?	WHERE?	INFO	LEAD STAFF
JUNIOR DRAMA	S1-S3	Thursday lunchtime 12.40-13.05	Drama Stud 1	If you enjoy drama, come and have fun while improving your skills!	Mrs Comrie
YOUTH THEATRE	S4-S6	Tuesday after school	Drama Stud 1	Devising Theatre, Script Work, Musicals, and much more!	Drama Dept.
FASHION/SEWING	EVERYONE!	Monday lunchtime (bring your lunch!)	HE 3 Fabric Room	Learning sewing techniques and make recycled items for next year's Fashion Show!	
FIVE FREE MINUTES	Anyone looking for some advice	Tuesday lunchtime	Near the Snack Bar	Worried about something or have a question? Come speak to us!	
GREENFIELD GUITAR CLUB	EVERYONE!	Wednesday Lunchtime 1.30 - 2pm	Music Room 4	Both beginners and guitar expert's welcome!	
GREENFIELD VOICES	EVERYONE!	Thursday Lunchtime 12.40 - 1.10pm	Music Room 4	Anyone with a passion for singing to help us create a big vocal ensemble!	
GREENFIELD TRAD GROUP	EVERYONE!	Tuesday Lunchtime 30-2pm	Music Room 4	Unsure whether your instrument fits in a "Trad Group"?	Miss Dineen in Soc 1 for more details.
CHEF CLUB	Limited space!	Wed lunchtime	HFT 2	Only 20 spaces Available!	Miss Dodd & Ava-Jane
ROTARY YOUNG PHOTOGRAPHER OF THE YEAR COMPETITION!	Anybody!	See Mr Hunter for an app form and more details	Art Rm 4	Borrow a camera or use your phone!	Theme: Fun in Nature Deadline: Jan 2026



GREENFIELD ACADEMY CLUBS GUIDE – T3 – 2025-26

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	S1-2 Breakfast Football DUSC Shaun Baxter (8.15am)				S1-S2 School of Sport
Lunch Club	S1 Boys Futsal Matthew Brady & S5 Leaders Games Hall 2 S2+ Tennis Murrion Allan Small Gym 1 (1.30-2) S3+ Aikido/Sparring Ashley Muirhead HI Group Small Gym 2 (1.30-2)	S4-6 Volleyball John Scrimgeour Games Hall 1 (1.30-2) S1-3 Basketball Rishi Games Hall 2 (1.30-2) S2+ Rowing / ASA Angie Duncan Dance Studio (1.30-2)	S1-4 Girls Football Mr. McIlravey & Leaders Games Hall 1 / Astro S1-5 & Staff Badminton Mr. Cuthbert Games Hall 1 S3+ Aerobics/Stretch Hannah Davidson Small Gym (1.30-2)	S1-3 Boys Futsal Mr Craig Games Hall 2 S4+ Basketball Mr Kiddie Games Hall 2 S3+ Football Dom & Kyle Burns (12.30-1) S3-6 Strength & Cond Hammy Fitness Suite (12.30-1pm)	S2 Football DUSC – Shaun Baxter Astro (12.30-1) Staff Darts Fitness Suite (12.30-1) Mr Melville S3A Aikido Dance Leaders, Dance Studio (12.30-1)
After School	P4-5 Cluster Basketball Jack Hutchison Games Hall 2 (4-5pm) S4+ Futsal Gareth – Games Hall, (3.45-4.45pm)	S1-4 Netball Mr Macalpine & Mrs Johnstone Rebecca, Sophia & Nairo & Ella GH 1 & 2 S1-6 Open Dance Senior Pupil Leaders Dance Studio (4-5) P6-7 Cluster Dance Mitchell Ramsay Boys Only (4-5pm) & Girls (5-6pm) Small Gym & Dance Studio Staff Gym Fitness Suite (3-4.30pm)	S3-5 Rugby Club Mr Crowe Fitness Suite / Games Hall 4-5pm	S1-6 Dance Team Caitlyn Rose & Mrs Lockhart Dance Studio (3-4) Staff Gym Fitness Suite (3-4.30pm) P6-7 Cluster Rugby Hammy / Sam Rugby Astro (6-7pm)	Staff Football S's Games Hall 1 S3-6 Strength & Cond Mr Craig Fitness Suite (12.30-1pm)

Music at Greenfield Academy

The Music Department at Greenfield Academy offers a wide range of curricular and co-curricular opportunities, allowing young people to engage with music in a variety of meaningful ways. These opportunities may change from year to year in response to pupil interests, ensuring that music at Greenfield remains relevant, inclusive, and exciting.

Greenfield has a strong and growing musical culture, with many pupils involved in music-making across the school. Our young musicians perform regularly, including at key events such as the Christmas and Summer Review, and contribute to wider school and community events, celebrations, and

charitable activities. Music plays an important role in school life, helping pupils build confidence, teamwork, and pride in their achievements.

Instrumental Tuition

Instrumental tuition at Greenfield Academy is delivered by visiting specialist instructors through the Instrumental Music Service and Big Noise. Tuition is available in the following disciplines:

- Woodwind
- Brass
- Percussion
- Strings
- Piano
- Guitar
- Bagpipes
- Pipe Drums
- Rock School

Lessons normally take place once per week during the school day and operate on a rotational timetable, meaning pupils should not miss the same class each week.

All pupils joining Greenfield Academy in S1 are offered the opportunity to apply for instrumental lessons at the start of the session. As demand for lessons often exceeds availability, a selection process is necessary. Pupils who already receive instrumental tuition in their primary school will normally continue this tuition in S1, unless parents/carers advise otherwise.

Most instruments are available for hire via the Instrumental Music Service, where required, and parents/carers are asked to ensure appropriate insurance is in place for loss or damage. There is no annual charge for instrumental tuition or instrument hire.

Young people who are learning an instrument are encouraged to take part in central music activities provided by the Instrumental Music Service at Drumgeith Campus, helping them to develop their skills and contribute positively to the life of the school and the wider community. Participating in central bands and orchestras offers opportunity to attend a residential weekend and a performance, in March, on the Caird Hall stage.

Drama

The Drama Department offers a range of Wider Achievement opportunities that extend learning beyond the classroom. These activities help pupils develop confidence, creativity, collaboration and broader cultural awareness through engagement with theatre and performance.

Theatre Trips

- Regular visits to local and national theatre productions.
- Supports understanding of live performance, theatre craft and professional practice.

- Links directly to curriculum learning and practical coursework.

Junior Drama Group (S1–S3)

- Weekly lunchtime/after-school club for younger pupils.
- Builds confidence, improvisation skills, and ensemble work.
- Opportunities for informal performances and end-of-term showcases.

Youth Theatre

- Senior youth theatre for S4-6 pupils run at lunchtime and/or after school.
- Support and signposting for pupils wishing to join external youth theatre groups.
- Collaboration with local arts organisations.
- Opportunities for festivals, community performances and summer programmes.

Inclusion & Equity

- Financial support available where needed to ensure all pupils can participate.
- Activities adapted to meet individual needs.
- Active encouragement for pupils who may be less confident.

Extracurricular Sport and Competitive Opportunities

A strong extracurricular programme complements our curriculum. We offer clubs before school, at lunchtime and after school, giving pupils regular opportunities to stay active, improve skills and enjoy sport socially or competitively.

Pupils represent the school in a wide range of sports, competing in:

- Dundee City competitions
- Regional and district events
- National competitions

Many pupils go on to achieve representative honours across multiple sports. Those who are selected to represent Scotland are awarded the prestigious International School Tie, recognising their exceptional achievement and commitment.

Inter-House Sport and Whole-School Participation

Inter-house competitions are held throughout the academic year, offering pupils the chance to take part in friendly competition across various activities. Points earned contribute to the overall House Championship, fostering teamwork, school spirit and a strong sense of community.

Learner Participation

Greenfield Academy has established Learner Communities (LCs) to help us to involve learners in the leadership and delivery of improvements at our school. As well as helping us ask how good we are doing as a school, the LCs allow learners a voice, an opportunity to lead and make a difference. Monthly meetings take place involving and led by young people with activities designed to engage with learners and represent learner views.

The current Learning Communities have a focus on:

- Learning & teaching
- Rights |Respecting Schools
- Relationships
- Student achievements
- Our community

Community

We encourage our pupils to take a responsible interest in their local environment and in their local community. Many are involved as individuals, volunteering and participating in a range of local activities and through a wide range of partnerships.

Fund-raising for charity is one of the most practical ways of supporting others and our pupils give very generously, not just in terms of money, but in terms of time and effort. Each year, the school will identify a partner charity and will donate 50% of all school fundraising to this charity, with 50% supporting Greenfield Academy School Fund.

Educational Excursions

We encourage and promote opportunities for learning to take place outside the classroom. Part of this type of learning is delivered in the form of educational trips and visits. Many departments offer opportunities for young people to participate in local, national and international trips and visits. These are planned to support and enhance the curriculum, and every effort is made to make them as accessible as possible.

Some of the trips and visits currently offered to our Young People include, but are not limited to:

- Theatre Trips
- Battlefields Trip
- Dynamic Earth
- Scottish Parliament
- Dundee Science Centre
- V&A