

# School Handbook

*December 2020*

# Harris Academy



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# Section 1: Welcome and Vision

Dear Parent,

I warmly welcome you to Harris Academy. Our greatest priority as a school is to provide each and every pupil with an educational experience of the highest quality.

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 Harris 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. Valuing people 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 child to our school community and hope you will share in, and promote, our traditions and values whilst at the same time support us in our continuous development.

I hope you and your child will enjoy the joint venture upon which we are about to embark.

Kind regards,

Barry Millar  
Head Teacher

## **Statement related to COVID-19**

Throughout our Handbook, there are many opportunities afforded our young people along with events for our school community to participate in.

During the current and ongoing Global Pandemic, some of these opportunities have been postponed in the interests of the good health of all parties.

Our aim is to return to afford all opportunities as soon as is safe to do so.

# Section 1: Welcome and Vision

## About Harris Academy

Harris Academy was founded in 1885 and is the oldest public school in Dundee. It is a popular school with a good reputation, and its former pupils are active and prominent in every walk of life, both within the city and throughout Scotland.

Harris is a successful comprehensive school offering a wide range of courses to suit pupils of all abilities. Although modern and up to date in our methods and equipment, we have continued to promote such traditional values as academic success, hard work, good behaviour and smart appearance. We regard this mixture of progressive ideas and traditional values as one of the school's great strengths.

One of the distinctive features of the school is the exceptionally wide range of curricular activities on offer, and the high level of participation by pupils.

## Section 2: School Ethos

### School Aims and Values

We feel that it is important that we have a clear statement of responsibilities for our young people who attend Harris 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 Aim

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

#### Our Values

##### RESPECT

We work hard to respect everyone by recognising the value each individual brings to our community.

We do this by being **kind**, **polite** and **considerate**.

##### EQUALITY

We work hard to treat everyone fairly regardless of their differences.

We do this by ensuring everyone has the **opportunity to achieve** their full potential.

##### ENJOYMENT

We work hard to create a positive and happy learning community.

We do this by nurturing the **wellbeing** of all.

##### ACHIEVEMENT

We work hard to celebrate the successes of everyone.

We do this by **motivating** and **supporting the ambitions** of all.

## Section 3: School Information

**School Address** ..... Harris Academy, Perth Road,  
Dundee DD2 1NL

**Telephone:** ..... 01382 435700

**Email Address:** ..... harrisacademy@dundeeschools.scot

**Website:** ..... harrisacademy.ea.dundeecity.sch.uk

**Twitter:** ..... @harrisacdundee

### Senior Management Team

**Head Teacher:** ..... Mr Barry Millar

**Depute Head Teachers:** ..... Miss Leona Chako  
Mrs Kelly MacDonald  
Mr Michael Stewart  
Mr Raymond Perry

**Business Manager:** ..... Mrs Jan Mackie

**School Status:** ..... Non-Denominational S1- S6

**School Roll:** ..... 1313

**School Hours:** ..... 8.45am - 3.35pm (Mon-Wed)  
8.45am - 2.45pm (Thur-Fri)

**Parent Council Contact Info:** .. Mr Graham McKay

## Section 3: School Information

### Office Hours

The school office is open from:

Monday - Wednesday 8.00am – 4.15pm

Thursday 8.00am – 3.45pm

Friday 8.00am – 3.15pm

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.

In Harris we believe that close and positive contact and co-operation with parents 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. The school has an open-door policy\* and any parent visiting the school will be seen by a member of staff. It is advisable to telephone in advance to check if the person whom you wish to see is available. A mutually convenient time can usually be found 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 at various points in the school year
- Numerous letters are sent home with specific information or for specific purposes
- Pupil tracking reports are issued three times per year
- There is one Parents'/Carers' evening for each year group during the session
- Twitter @harrisacdundee
- Via Text Message if we have important information to share
- School Website

Experience has taught us that children are best educated 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.

*\*Please note that during COVID, we cannot meet with parents/carers without a pre-arranged appointment.*

## Section 4: School Policies & Practical Information

### School Terms and Holidays

#### AUTUMN TERM

Monday 16 August 2021 - IN SERVICE DAY (Staff resume)

Tuesday 17 August 2021 - Term starts (Pupils resume)

Friday 8 October 2021 - Term ends

#### AUTUMN HOLIDAY

Monday 7 October 2019 - Holiday starts

Friday 18 October 2019 - Holiday ends

#### WINTER TERM

Monday 25 October 2021 - Term starts

Thursday 11 November 2021 - IN SERVICE DAY

Friday 12 November 2021 - IN SERVICE DAY

Wednesday 22 December 2021 - Term ends

#### CHRISTMAS HOLIDAY

Thursday 23 December 2021 - Holiday starts

Wednesday 5 January 2022 - Holiday ends

#### SPRING TERM

Thursday 6 January 2022 - All resume

Friday 11 - Monday 14 February 2022 - Mid term

Tuesday 15 February 2022 - IN SERVICE DAY

Friday 1 April 2022 - Term ends

#### SPRING HOLIDAY

Monday 4 April 2022 - Holiday starts

Friday 15 April 2022 - Holiday ends

#### SUMMER TERM

Monday 18 April 2022 - Term starts

Monday 2 May 2022 - May Day (schools closed)

Thursday 5 May 2022

Monday 30 May 2022 - Victoria Day (schools closed)

Thursday 30 July 2022 - Term ends



## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

<b>BOYS</b>	<b>GIRLS</b>
Harris Academy blazer *	Harris Academy blazer *
Harris Academy tie *	Harris Academy tie *
White shirt	White blouse
Black Jumper/Sweatshirt	Black Cardigan/Jumper/Sweatshirt
Black trousers	Black skirt/trousers
Black shoes	Black shoes
<b><u>P.E.</u></b>	<b><u>P.E.</u></b>
Navy Shorts	Navy Shorts
Navy T-Shirt	Navy T-Shirt
<p>Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property. * Please note that our school blazer is desirable, but not essential. During the month of May, we hold two uniform evenings, giving families the opportunity to buy selected items of uniform including tie, PE kit and blazers. At Harris Academy we run a pop-up uniform shop where our recycled uniform is available for a small donation. The 'shop' is run by the pupil led Interact club and is open at each parents/carer evening.</p>	

## Section 4: School Policies & Practical Information

### 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 less than £610 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 £16,105 (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 the applicant's bank account or paid by cheque where the applicant does not have a bank account.

The current value of a Clothing Grant is £100 per child.

Application forms can be submitted online:

<https://www.dundee.gov.uk/eduforms>

### School Meals

School lunches cost £2.20 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

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 supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### 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 less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit

## Section 4: School Policies & Practical Information

ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £6,420 (as assessed by HMRC).

Application forms can be submitted online:

<https://www.dundee.gov.uk/eduforms>

### **Instrumental Tuition**

Tuition fees are currently free and instrument hire is £85.00 per year.

## Section 4: School Policies & Practical Information

<b>Harris Academy</b>		
<b>Cost of the School Day 2020-21</b>		
<b>Curricular</b>	<b>Extra-Curricular</b>	<b>Cost</b>
Home Economics		£19
Art		£1
	Under 15 Football Team	£25 approx
<hr/>		
Home Economics		£19
	Under 15 Football Team	£25 approx
<hr/>		
Home Economics		£30
Art		£1.50
	Under 15 Football Team	£25 approx
<hr/>		
Hospitality		£45
Fashion and Textile Technology		£45
	Over 15 Football Team	£25 approx
<hr/>		
Hospitality		£45
Fashion and Textile Technology		£45
Practical Cake Craft		£50
Health and Food Technology		£10
	Over 15 Football Team	£25 approx
<hr/>		
Hospitality		£45
Fashion and Textile Technology		£45
Practical Cake Craft		£50
Health and Food Technology		£10
	Over 15 Football Team	£25 approx

## Section 4: School Policies & Practical Information

Harris Academy	
Cost of the School Day 2020-21	
Whole School Activities	
ACTIVITY	COST
Canteen Meal Deal	£2.25
Duke of Edinburgh Award	£50 (maximum)
Non-Uniform Events	Donation Only

Harris Academy	
Cost of the School Day 2020-21	
Uniform	
ITEM	COST
Blazer (Wool)*	£90
Blazer (Eco)*	£40
PE Kit (with school logo)*	£20
Canterbury PE Kit (with school logo)*	£50+
Swimwear	From £10
Trainers	From £15

\* not essential

Harris Academy	
Cost of the School Day 2020-21	
Sixth Year Leaver's	
ITEM	COST
Hoodie*	From £15
Yearbook*	£20
S6 Leaver's Dance*	£35

\* not essential

Application for Free School Meals or assistance with school clothing for session 2020/21 is available here - <https://www.dundee.gov.uk/service-area/children-and-families-service/school-grants>. If further financial assistance is needed to meet any of the above costs, please contact your child's guidance teacher and ask about Harris Academy's Opportunity Fund.

## Section 4: School Policies & Practical 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.

### Do you qualify for EMA?

- Were you born between 1 March 2001 and 28 February 2005?
- 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?
- Was your 2019-20 household income:
  - £24,421 per annum or less (for families with a single dependent child)
  - £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.

### How to apply for EMA?

Application forms can be submitted online:

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

## Section 4: School Policies & Practical Information

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. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

### **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 child home without first checking that there is an adult at home.

## Section 4: School Policies & Practical Information

### 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. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee or from the school. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book 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.

### School Absence procedures

Please telephone the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

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 Senior Support Worker 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 child 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 child is absent for more than three days, please call again or write to tell us. Parent 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 child.
- 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.



## Section 4: School Policies & Practical Information

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

### Appointments

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

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.**

## Section 4: School Policies & Practical Information

### Promoting Positive Behaviour

All staff in Harris Academy work hard to create a school environment in which our young people will feel safe, happy and enthusiastic about learning. We believe that the most effective learning takes place within a positive classroom environment that promotes achievement, celebrates successes and shares mutual respect.

All young people have the *right* to learn in an environment that is free from distraction and the *responsibility* to conduct themselves in a manner that will not disrupt the learning of those who wish to learn.

Your help and support as a parent is central to Harris Academy's policy of encouraging and promoting positive behaviour.

The school has introduced a revised behaviour policy called '**Relationships for Learning**'. This policy has been designed to encourage high standards of behaviour within the classroom and the wider school community. This policy is structured around **Expectations and Responsibilities** that will promote and support positive relationships within the school.

It is everyone's responsibility to choose the correct behaviour in school. Reminders of expectations and responsibilities are displayed in all teaching areas and classrooms.

### 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 electronic or 'e' cigarettes.

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.

## Section 4: School Policies & Practical Information

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**

If you want to talk to your child's teacher or a member of the senior staff it is generally better 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.

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 Dundee City Council's Children and Families Service.

### **Home Learning**

Our home learning policy can be found at <http://harrisacademy.ea.dundeeccity.sch.uk/school-1/home-learning-policy-2019-2.pdf>

We use Satchel One (formerly known as Show My Homework), an online tool to help you keep track of your child's home learning. Satchel One will allow you to see the details of the tasks your child has been set, all their deadlines and their submission status and grades. We have decided to bring on this system to improve the way we communicate with parents and give you greater visibility into the homework we set.

You will be provided with login details to your personal account which is linked to your child's homework calendar where you will be able to see your child's To-do List and any homework that is overdue.

We are clear in our belief that the completion of home learning tasks enhances the understanding of our young people and, as a result, helps to improve levels of academic achievement.

There is an expectation across departments that appropriate and challenging home learning tasks are issued regularly to our Harris Academy pupils. Feedback will be provided by teachers to help ensure understanding and help our young people plan their learning journey with their teacher accordingly.

## Section 5: Parental Involvement

A working group of parents, in liaison with the Head Teacher and Dundee City Council, agreed the details of the Harris Academy Parent Council.

The role of the Parent Council 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 Parent Council meetings and the local Councillors and MSP will be invited to attend.

Meeting dates will be published on the school website, our twitter feed and available from our Facebook page at [www.facebook.com/HarrisAcademyPC](http://www.facebook.com/HarrisAcademyPC)

Email: [pcharrisacademy@dundee.npfs.org.uk](mailto:pcharrisacademy@dundee.npfs.org.uk)

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

*NB The use of the term 'parents' in this note is deemed to include all carers of pupils at the school.*

## Section 6: The Curriculum

### Curriculum

Curriculum for Excellence has raised standards of learning and teaching for all pre-school to 18-year olds. 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.

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. At Harris Academy, we are committed to providing children with a broad general education experience, focused on eight curriculum areas.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

<b>Level</b>	<b>Stage</b>
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 6: 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. 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. 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.

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, 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 (colleges, employers or community learning and development providers) now have the flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

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.

## Section 6: The Curriculum

### **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](http://www.scotland.gov.uk/gettingitright)

### **Sensitive Issues**

Part of our curriculum involves teaching the 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.

### **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 Harris 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.

## Section 6: The Curriculum

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 hour. Any queries should be directed to the relevant Guidance teacher in the first instance.



## Section 6: The Curriculum

### **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.

## Section 6: The Curriculum

There will be 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.

### **Leaving School**

Skills Development Scotland (SDS) works in partnership with members of the extended pupil support team to offer targeted careers guidance and a broad range of related support to all pupils.

At Harris Academy we have a dedicated SDS team who are based in the school most days and offer support to pupils in groups and on an individual basis.

They also support staff in raising awareness of the range of career options available including Employment, Modern, Foundation and Degree level Apprenticeships, Further / Higher Education, Enterprise, Gap Year options and training providers.

Pupils will meet their Careers Advisers in Social Education and are invited to request an individual Careers Interview at any point in their school career. Our Advisers also attend Parents' Evenings when parents can book an appointment to see Kirsten or Lesley with their young person.

Skills Development Scotland welcome contact with pupils and parents/carers from S1 – S6 and are committed to working with staff at Harris Academy to support our leavers into positive destinations.

## Section 7: 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. 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.

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. 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 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.

## Section 7: Support for Pupils

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 with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

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), 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.

## Section 7: Support for Pupils

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](mailto:info@enquire.org.uk)
- an online enquiry service
- two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://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'.

### **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](mailto:letstalkasn@edlaw.org.uk)    0141 445 1955

## Section 7: Support for Pupils

### **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>

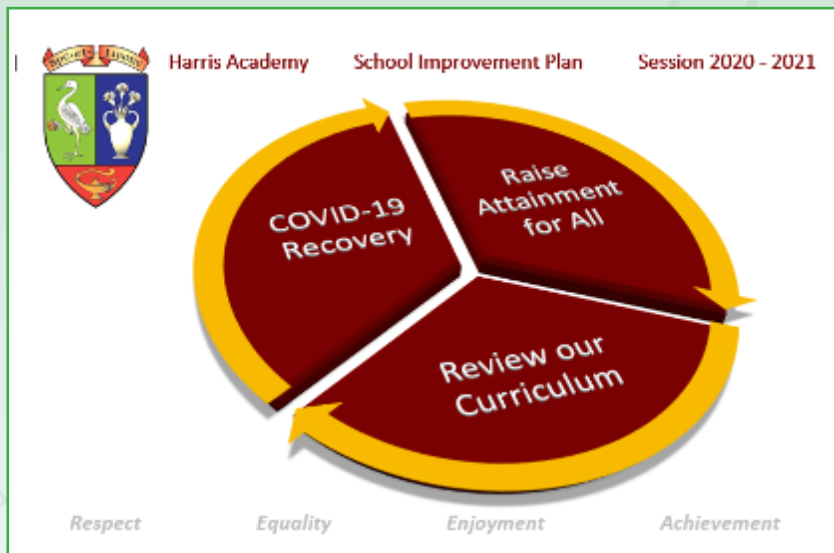
The ‘Supporting Children’s Learning Code of Practice (Revised edition)’ - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

‘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>

‘Supporting Learners - guidance on the identification, planning and provision of support’ is at <http://www.educationscotland.gov.uk/supportinglearners/>

## Section 8: School Improvement

Our improvement priorities have been generated through consultation with pupils, parents, partners and staff and in response to the Recovery Phase of COVID-19. For session 20-21, they are:



### COVID-19 Recovery

- Develop our pedagogical approaches to ensure motivated and engaged learners
- Support Mental Wellbeing of young people and staff
- Identify and reduce COVID – related gaps in learning and attainment
- Embed our use of digital learning platforms
- Embed our approaches to Nurture
- Develop staff knowledge of and use of ABLe
- Develop our approaches to Restorative Approaches

### Raise Attainment for All

- Develop our approaches to Monitoring and Tracking
- Embed our new Reporting procedures
- Develop our approaches to Moderation
- Visualise and exemplify our Aims and Values
- Further improve our Literacy / Numeracy results in the BGE
- Continue to focus on our specific Closing the Attainment Gap (CTAG) targets and interventions (BGE and Senior Phase)
- Improve our Senior Phase attainment
- Improve our approaches to recognising Positive Behaviour

### Review our Curriculum

- Develop our Broad General Education to ensure it is engaging and exciting and has increased perceived importance
- Continue to develop our Senior Phase offer including suitable Career Pathways
- Review our Registration processes



## Section 8: School Improvement

### Broad General Education Attainment Data (end of S3)

2019 – 2020 vs previous years

<b>Harris Academy: S3 Achievement of a level - Reading</b>				
	<b>'16/'17</b>	<b>'17/'18</b>	<b>'18/'19</b>	<b>'19/'20</b>
<b>2nd level and above</b>	97%	97%	98%	99%
<b>3rd level and above</b>	89%	76%	91%	87%
<b>4th level</b>	42%	46%	61%	52%

<b>Harris Academy: S3 Achievement of a level - Writing</b>				
	<b>'16/'17</b>	<b>'17/'18</b>	<b>'18/'19</b>	<b>'19/'20</b>
<b>2nd level and above</b>	98%	97.5%	98%	99%
<b>3rd level and above</b>	90%	76.5%	95%	84%
<b>4th level</b>	43%	46%	57%	46%

<b>Harris Academy: S3 Achievement of a level - Listening &amp; Talking</b>				
	<b>'16/'17</b>	<b>'17/'18</b>	<b>'18/'19</b>	<b>'19/'20</b>
<b>2nd level and above</b>	98%	97%	98%	98%
<b>3rd level and above</b>	85%	76%	96%	89%
<b>4th level</b>	41%	46%	61%	45%

<b>Harris Academy: S3 Achievement of a level - Numeracy</b>				
	<b>'16/'17</b>	<b>'17/'18</b>	<b>'18/'19</b>	<b>'19/'20</b>
<b>2nd level and above</b>	99%	99%	94%	99.5%
<b>3rd level and above</b>	91%	90%	90%	91%
<b>4th level</b>	39%	53%	66%	76%

The targeted work led by PEF (Pupil Equity Fund) funded Principal Teachers of Literacy and Numeracy has made progress in raising attainment within the Broad General Education.

Despite the interrupted learning caused by the impact of Covid-19, there has been a continued improvement in attainment at both level 3 and level 4 within Numeracy.

Targeted interventions to drive improvements within Literacy have been further embedded with a specific focus on data literacy, assessment, and moderation. As a result, there has been an increase in teacher confidence in the assessment of CfE experiences and outcomes.



## Section 8: School Improvement

### Senior Phase Attainment (S4 – S6)

The available attainment data sets differ this year as a result of COVID-19 and the Scottish Government's announcement that INSIGHT would not be updated until February 2021. The following data is our best effort to offer information on the performance of last session's S4-S6 cohort.

*As a reminder, all SQA results for session 19-20 are based solely on the professional judgements of school staff and were quality assured by the Leadership Team in school and Dundee City Council's Children and Families Service.*

### S4 SCQF Level 4 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	93%	91%	90%	91%	90%
2 or more	91%	89%	86%	87%	87%
3 or more	87%	86%	79%	78%	84%
4 or more	81%	81%	71%	66%	78%
5 or more	67%	69%	56%	48%	66%
6 or more	47%	46%	33%	26%	41%

### SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	78%	77%	69%	76%	75%
2 or more	64%	68%	58%	63%	66%
3 or more	54%	57%	53%	54%	59%
4 or more	48%	50%	46%	46%	51%
5 or more	39%	36%	36%	34%	41%
6 or more	28%	24%	22%	19%	29%

## Section 8: School Improvement

### Breadth and Depth Analysis: S5

#### S5 SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	82%	120%	83%	76%	83%
2 or more	76%	102%	78%	70%	77%
3 or more	73%	87%	68%	64%	72%
4 or more	68%	71%	63%	58%	65%
5 or more	60%	61%	57%	52%	54%
6 or more	52%	51%	51%	45%	46%

#### SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	61%	76%	58%	52%	56%
2 or more	47%	61%	45%	42%	44%
3 or more	37%	44%	35%	33%	35%
4 or more	30%	30%	25%	26%	24%
5 or more	19%	16%	12%	16%	11%

## Section 8: School Improvement

### Breadth and Depth Analysis: S6

#### S6 SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	88%	114%	120%	84%	82%
2 or more	79%	101%	105%	78%	75%
3 or more	74%	89%	93%	70%	69%
4 or more	66%	78%	82%	66%	63%
5 or more	62%	65%	75%	60%	59%
6 or more	55%	60%	64%	55%	52%

#### SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	62%	91%	82%	62%	65%
2 or more	52%	72%	70%	52%	53%
3 or more	47%	58%	58%	45%	47%
4 or more	43%	46%	49%	39%	42%
5 or more	38%	36%	42%	32%	33%

#### SCQF Level 7 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020
1 or more	29%	31%	24%	22%	26%
2 or more	12%	9%	10%	7%	11%
3 or more	2%	3%	3%	3%	4%

## Section 9: Extra Curricular Activities

***\*COVID has curtailed some of our activities during the current session. The information below illustrates some of the opportunities that are normally available to our young people.***

We consider these to be an important element in our pupils' education and, as a matter of school policy, we encourage staff and pupils to participate in them. They introduce pupils to a range of activities in which they might not otherwise have an opportunity to take part. They bring pupils together in a shared common interest (and many lasting friendships are formed in this way). They also bring teachers and pupils together in a context which is quite different from the formal one of the classroom.

The range of activities on offer can vary from year to year, but there is always something for everybody and what follows will give some idea of what is normally available. We believe that this is one of the great strengths of the school and that few schools can match the range of activities on offer or the level of participation in them by pupils. We urge parents to encourage their children to take advantage of these activities, to make a positive contribution to school life through them and to benefit from them.

### **Music**

A range of extra-curricular activities are on offer within the Music Department. Sometimes these activities change from year to year depending on pupil interests. We have a long, proud and flourishing musical tradition and a very high proportion of young people are involved in music-making of one kind or another. Musicians take part in two large events – a Christmas Carol Concert and a Spring/Summer Concert. Our musicians play a prominent part in the life of the school community, providing entertainment for whole school charity and social events and performing in the community in care homes and at Former Pupil Association events.

## Section 9: Extra Curricular Activities

### **Drama**

The Drama Department has flourished in the last few years, providing a range of extra-curricular activities for our young people. These activities change from year to year depending on pupil interests, but include clubs that develop skills in acting, directing, producing, theatre arts and film making. Each year, the S3 Drama class prepare and present a pantomime, which is performed for parents and carers as well as Primary 7 pupils from our associated primary schools.

The accommodation in both the Music and Drama departments is available at lunch times and after school for pupils to practise and rehearse.

### **Instrumental tuition**

Instrumental tuition is provided by visiting teachers in the following disciplines:

- Woodwind
- Brass
- Percussion
- Strings (violin/viola & cello)
- Piano
- Guitar
- Bagpipes

Tuition usually involves a weekly lesson during the school day which changes weekly on a rotational basis.

All young people who join Harris Academy in S1 are offered the opportunity to take up a lesson in one of these disciplines. Demand for lessons is normally far in excess of provision and a selection procedure is therefore essential. All S1 pupils are issued with a letter inviting them to apply for instrumental lessons at the start of each session.

Any young person who already receives instrumental tuition in their primary school will automatically carry on this tuition in Harris Academy unless the parent/carer advises otherwise.

## Section 9: Extra Curricular Activities

Instruments are available to hire to pupils involved in this scheme and parents are required to arrange insurance cover for any loss or damage.

**There is no annual charge for lessons or instrumental hire.**

Young people who learn an instrument have the opportunity to take part in central music activities provided by the Dundee Instrumental Music Service.

### **Code Club**

At code club pupils are given the opportunity to experience different programming languages or techniques that would not be covered in the classroom.

Pupils will have the opportunity to create both games and functional programmes.

They will also get the chance to use different software packages and learn how to 3D model and create animations.

Pupils will see their designs come to life and learn how a 3D printer works as they print off their models.

### **Sports and Games**

As with all extra-curricular activities, the range of sports offered to Young People may vary from year to year.

All pupils take part in a wide range of activities in their P.E. classes which are part of the normal curriculum, but, in addition, there are a number of games which are played competitively between Houses or against other schools out with the school day at four o'clock. These normally include:

Athletics, Badminton, Basketball, Netball, Rugby, Swimming, Table Tennis, Water Polo, Football and Hockey

We enjoy a good reputation for sportsmanship and for high standards of achievement. Those who run our teams insist on the highest standards of sporting behaviour, which is not always the case in competitive sport these days. Many of our pupils achieve very high standards indeed and in recent years many have represented

## Section 9: Extra Curricular Activities

their country. We recognise the achievements of our Young People and award 'International Ties' to those who have represented their country in a National Team. These have been awarded for a wide variety of sporting activities ranging from football and rugby to cheerleading and juditsu.

### **Community**

We encourage our pupils to take a responsible interest in their local environment and in their local community. Many are involved as individuals helping out in hospitals, old people's homes, nurseries, playgroups and primary schools, but there are some collective projects as well.

Fund-raising for charity is one of the most practical ways of expressing concern for others and our pupils give very generously, not just in terms of money, but in terms of effort. The biggest fund-raiser in recent years has been The MacMillan Coffee morning but there are many smaller enterprises, sometimes by individuals or small groups as part of their social education programme. Most of the money from these goes to local charities.

### **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:

- Maths Department educational visit to Disneyland Paris
- Dundee Food and Flower Festival
- South of France Watersports Trip
- Dynamic Earth
- Ski Trip to the Italian Alps

## Section 9: Extra Curricular Activities

- History Department educational visit to the WW1 Battlefields
- World Challenge

The pattern of trips will vary from year to year and, indeed, it is possible (though, on past form, unlikely) that in some years there might be no major trips at all. However, we do see these activities as important because, like all extra-curricular activities, they broaden pupils' horizons and are, in the deepest sense, genuinely educational experiences, so we do all we can to encourage them.



## Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...  
**dundeecity.gov.uk**