

School Handbook

December 2018

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

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 extra- curricular activities on offer, and the high level of participation by pupils.

Section 2: School Ethos

Harris Academy Aims and Values



Our Aim

At Harris Academy we strive to build a learning community where staff and pupils 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

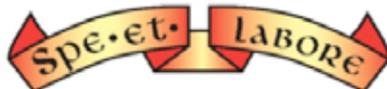
We work hard to treat everyone fairly regardless of their differences.

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.



With Hope and Hard Work

Through hope and hard work, the Harris Academy community aims to develop the skills and qualities needed to make a positive impact on the world

Section 2: School Ethos

Pupils' Values

In Harris Academy we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values.

The school welcomes and encourages religious and cultural diversity while emphasising our commitment to common values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of the school have the right to be respected as individuals. In return, they have the responsibility to act in a considerate and respectful way towards others.

In Harris we are committed to the principles of Equality of Opportunity and Social Justice. In our work and in our attitudes we strive to provide education of the highest quality to every one of our pupils regardless of gender, racial origin, religion or disability.

Conflict of Values

From time to time, we find ourselves in conflict with pupils who do not share our views and values and occasionally (but rarely) we have similar differences of opinion with parents. Not all pupils, for example, share our belief that violence is an unacceptable way of settling disagreements. Not all pupils are as sensitive or as tolerant to the feelings of others as we would like. Some pupils, influenced by popular culture and peer pressure, are not as sympathetic as we would like to the school's work ethic or to its dress code. For our part, we have gone to some lengths over the years to ascertain the views of parents, pupils and staff on various aspects of school life. We are confident that the values that underpin our codes of behaviour have the support of the vast majority of the school community. We also, on a day-to-day basis, try to explain to pupils why it is necessary in any society to have a set of values and an agreed code of behaviour to which its members are expected to conform. We understand that parents may not always agree with us on specific issues, but we ask you to understand that we are trying to promote positive values and behaviour and to give us their support in this.

Section 3: School Information

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

Telephone: 01382 435700

Email Address: harris@dundeecity.gov.uk

Website: harrisacademy.ea.dundeecity.sch.uk

Senior Management Team

Head Teacher: Mr Barry Millar

Depute Head Teachers: Miss Leona Chako
Mr Gordon Laidlaw
Mr Michael Stewart
Mr Raymond Perry

Business Manager: Mrs Jan Mackie

School Status: Non-Denominational S1- S6

School Roll: 1289

School Hours: 8.45am - 3.40pm (Mon-Wed)
8.45am - 2.50pm (Thur-Fri)

Parent Council Contact Info: .. Mr Graham McKay

School Chaplain: Rev. David Gray

Section 3: School Information

Office Hours

The school office is open from:

Monday - Wednesday 8.20am – 4.30pm

Thursday 8.20am – 3.45pm

Thursday 8.20am – 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.

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 reports are issued
- There is one Parents' 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.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 12 August 2019 - IN SERVICE DAY (Staff resume)

Tuesday 13 August 2019 - Term starts (Pupils resume)

Friday 4 October 2019 - Term ends

AUTUMN HOLIDAY

Monday 7 October 2019 - Holiday starts

Friday 18 October 2019 - Holiday ends

WINTER TERM

Monday 21 October 2019 - Term starts

Thursday 14 November 2019 - IN SERVICE DAY

Friday 15 November 2019 - IN SERVICE DAY

Friday 20 December 2019 - Term ends

CHRISTMAS HOLIDAY

Monday 23 December 2019 - Holiday starts

Monday 6 January 2020 - Holiday ends

SPRING TERM

Tuesday 7 January 2020 - All resume

Friday 14 - Monday 17 February 2020 - Mid term

Tuesday 18 February 2020 - IN SERVICE DAY

Friday 27 March 2020 - Term ends

SPRING HOLIDAY

Monday 30 March 2020 - Holiday starts

Friday 10 April 2020 - Holiday ends

SUMMER TERM

Monday 13 April 2020 - Term starts

Monday 4 May 2020 - May Day (schools closed)

Friday 22 May 2020 - IN SERVICE DAY

Monday 25 May 2020 - Victoria Day (schools closed)

Friday 26 June 2020 - 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.

BOYS	GIRLS
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
<i>* items may be bought directly from school.</i>	<i>* items may be bought directly from school.</i>
<u>P.E.</u>	<u>P.E.</u>
Navy Shorts	Navy Shorts
Navy T-Shirt	Navy T-Shirt

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.

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

Section 4: School Policies & Practical Information

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 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

Qualifying income for Free School Meals

<http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

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 1999 and 28 February 2003?
- 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 2017-18 household income:
 - £24,421 per annum or less (for families with a single dependent child) or
 - £26,884 per annum or less (families with more than one dependent child)?

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

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

Section 4: School Policies & Practical Information

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.

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

Section 4: School Policies & Practical Information

send a child 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. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee. 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 contact 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 an Education Welfare Officer 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 contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- 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 outwith 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.

Pupils who fail to choose the correct behaviour in school can expect to face consequences for their choices. These consequences are uniformly applied by all staff in school and are escalating for those who continue to choose to misbehave.

Section 4: School Policies & Practical Information

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.

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 the Education Department.

Education Department publications can be found at:

<http://www.dundee.gov.uk/department-publications/Education>

Home Learning

We are at present working on updating our home learning procedures in both the Broad General Education and the Senior Phase.

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 comprising six 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, the Parent Teacher Pupil Association (PTPA) 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 and available from our Facebook page at:

www.facebook.com/HarrisAcademyPC

Email: 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 for Excellence 3-18

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

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

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

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

Section 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 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

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 ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

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.

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 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

Engaging with Parents and Carers in a meaningful manner that supports learning at home and at school is central to our reporting procedures. These procedures are currently under review as we endeavour to ensure the early identification of any issues that may limit a Young Person's progress in school. Tracking Reports are

Section 6: The Curriculum

currently being piloted for Young People in S1 and S4 to S6, these will provide parents and carers with 3 focused reports over the course of the session Traditional, full reports are still being provided for pupils in S2 and S3.

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 Lisa or Lorraine with their young person.

Skills Development Scotland welcome contact with pupils and parents from S1 – S6 and are committed to working with staff at Harris Academy to support our leavers in to 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. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

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

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

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

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

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'.

Let's Talk ASN

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

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

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

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

Section 7: Support for Pupils

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>

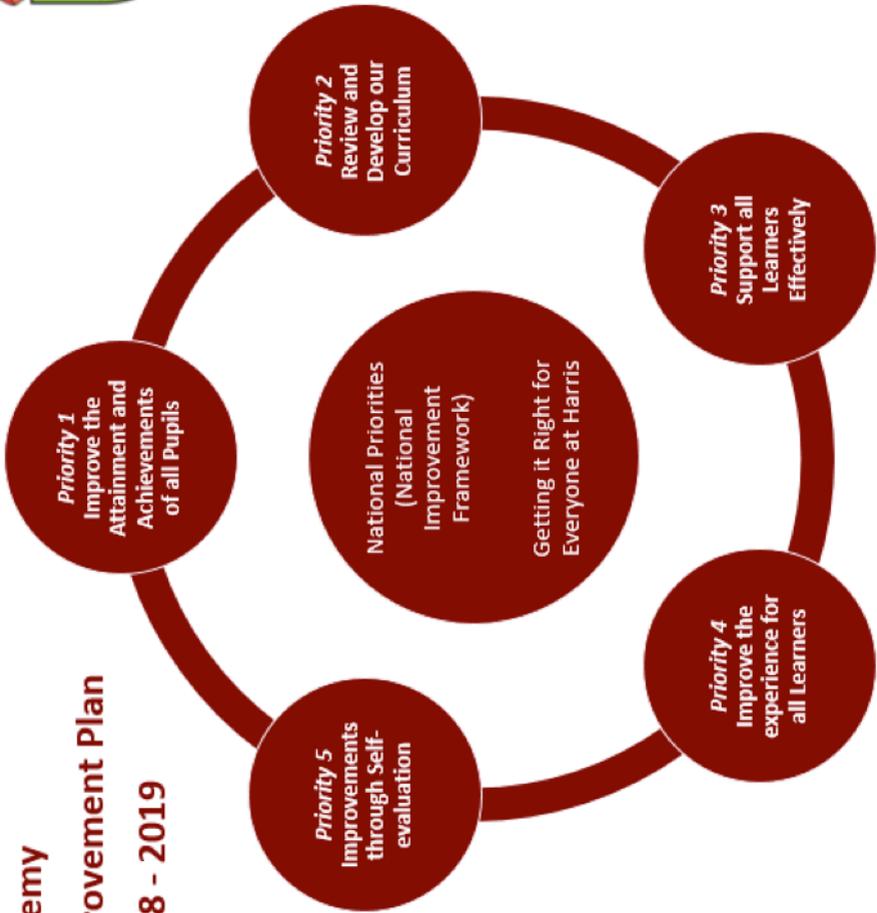
'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

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

Section 8: School Improvement



Harris Academy School Improvement Plan Session 2018 - 2019



Section 8: School Improvement

Priority 8
Improvements through Self-evaluation

Priority 4
Improve the experience for all Learners

Priority 4
Support all Learners Effectively

Priority 2
Review and Develop our Curriculum

Priority 1
Improve the Attainment and Achievements of all Pupils

Whole School and Departmental Priorities

Ensure all staff are engaging with HGIQ54 to embed a culture of improvement through self-evaluation
Develop our approaches to moderation

Reintroduce ARL and develop our use of Cooperative learning

Develop our Universal Support offer
Develop a programme of family learning opportunities
Introduce and develop our use of ABLE to support learners

Plan and deliver the new NQs
Continue to develop and embed Skills for Learning, Life and Work in all subject areas
Increase employer engagement within our curriculum
Develop a fully inclusive curriculum from 51 – 56

Identify and plan strategies to reduce the poverty-related attainment gap
Improve our Literacy and Numeracy results within the BGE
Develop our use of performance data
Improve pupil attendance and reduce late coming
Raise attainment of all pupils

Whole School Priorities

Develop a whole school programme to observe learning and teaching

Develop an in-house CLPL programme for all staff

Develop our Targeted Support offer

Review our school day structure
Improve P7 – 51 Curricular Progression

Ensure more young people leave to a positive, sustained destination

Develop a collaborative approach to school improvement within our School Improvement Partnership, our Cluster and other Secondary Schools

Develop Pupil Leadership skills
Develop our Relationships for Learning policy
Improve communication and engagement

Develop procedures for reporting pupil progress

Develop a homework / home study policy

Develop a homework / home study policy

Section 8: School Improvement

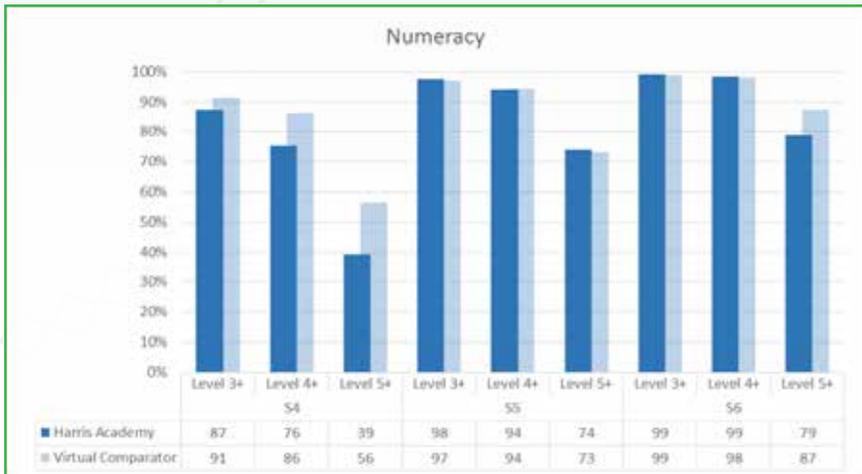
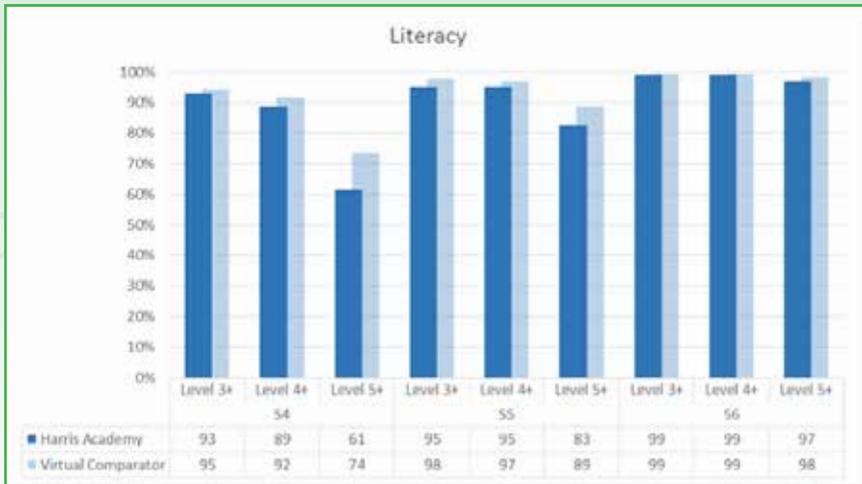
Attainment Data

By the end of the Broad General Education in Numeracy, 92% (no change from last session) of pupils were secure at Third Level or better of which, 54% (increase of 15% from last session) of the cohort were secure at Fourth Level.

In Literacy (based on Writing), 81% (decrease of 9%) of the cohort had achieved Third Level or better. Of this figure, 52% of the cohort had achieved Level 4 (increase of 11%).

Chart 1 – Literacy & Numeracy

The percentage of pupils achieving literacy at or above SCQF levels 3, 4 and 5. Session 2017/18, stages S4 (based on S4), S5 (based on S5) and S6 based on S6



Section 8: School Improvement

Chart 2 – Improving attainment for all

Average Complementary tariff points. Stage S4, based on S4.

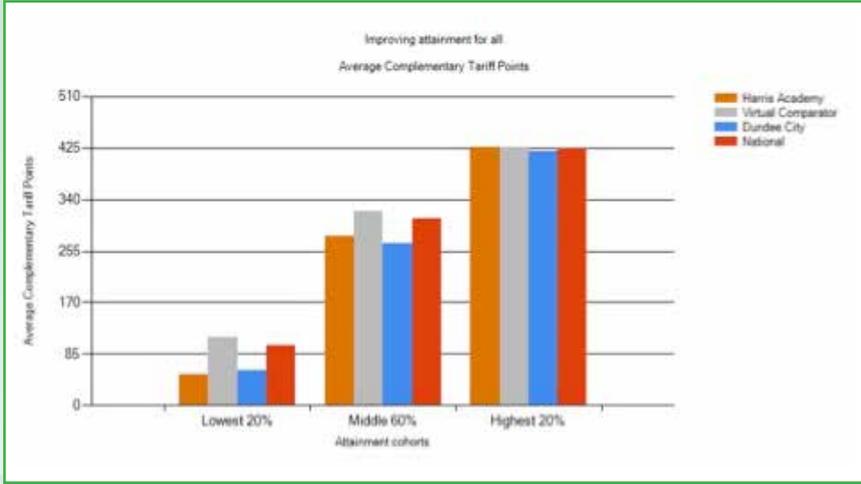
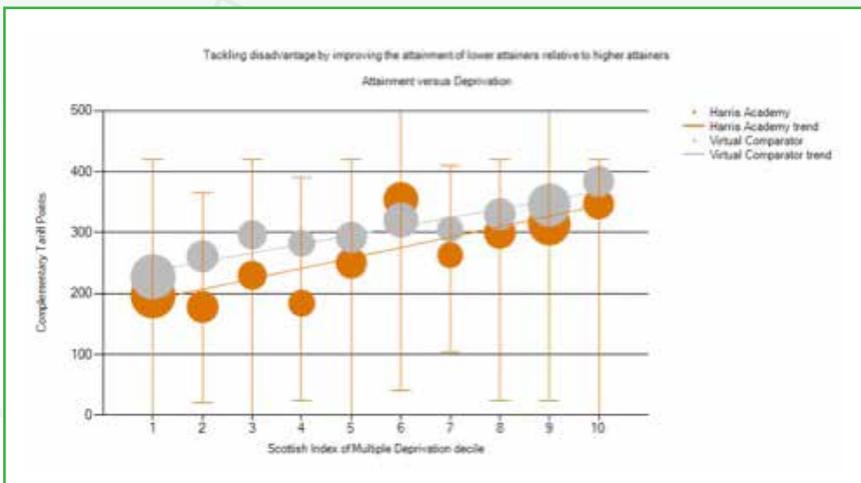


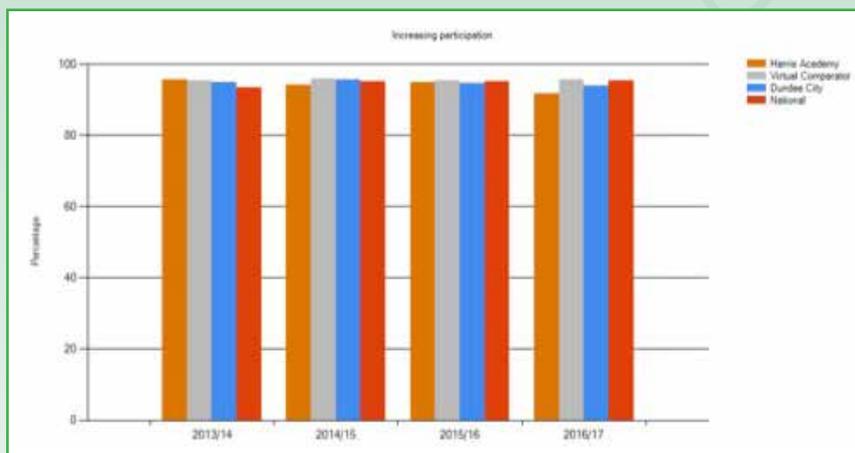
Chart 3 – Attainment versus deprivation

Average Complementary tariff by SIMD decile. Stage S4, based on S4



Section 8: School Improvement

Chart 4 – Increasing post-school participation *



*2017/18 figures will not be available until February 2019.

S4, S5 and S6 Attainment based on *INSIGHT* data, September 2018
The table below shows the school's performance in 7 key performance indicators.

Attainment	Results for session 16-17	
	Full cohort	SIMD 1-3
S4 – 5@5 (5 or more N 5 awards)	42% (-)	20% (-6)
S5 – 1@6 (1 or more Higher award)	62% (+6)	44% (+10)
S5 – 3@6 (3 or more Higher awards)	40% (+5)	23% (+8)
S5 – 5@6 (5 or more Higher awards)	15% (+2)	7% (+5)
S6 – 3@6 (3 or more Higher awards)	50% (-5)	32% (-5)
S6 – 5@6 (5 or more Higher awards)	34% (-2)	18% (-5)
S6 – 1@7 (1 or more Adv. Higher award)	20% (-5)	7% (-12)

S4, S5 and S6 awards vs S4 roll at census point
Number of leavers after census

S4 – 9 (-13)

S5 – 35 (-32)

S6 – 26 (-13)

Section 9: Extra Curricular Activities

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

We have a long, proud and flourishing musical tradition and a very high proportion of our pupils are involved in music-making of one kind or another.

Our choirs (we have both a junior choir and a senior choir) tackle very ambitious choral works at our annual Christmas Concert and at our summer musical productions.

Many of our pupils receive instrumental tuition from the council's instructors and they come together in various groupings. The main body, of course, is the full school orchestra which performs classical pieces to a high standard, but there is also a string group, a concert band, a swing band, and a new band which performs Celtic music.

Our musicians play a prominent part in the life of the school, providing entertainment, for example, at the first and second year Christmas parties, at our annual Burns Supper and at the occasional ceilidhs which have become a feature of our winter terms.

Section 9: Extra Curricular Activities

Sport and Games

As with all extra-curricular activities, the range of sports will vary a little from year to year. What is on offer will depend as much on pupils' willingness to participate as on teachers' willingness to give their time to organise and coach. 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 or on Saturday mornings. 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 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 judo.

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.

Section 9: Extra Curricular Activities

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
- History Department educational visit to the WW1 Battlefields
- Senior Phase Educational Visit to New York
- 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