

## 1 Introduction

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Twitter: @FORACAD

Forfar Academy is a six year comprehensive school with a current role of just over 1000 pupils. The school forms part of a community campus providing an excellent environment for the whole community to learn and play. The school serves an extensive and relatively diverse catchment area which includes our cluster primary schools of Langlands, Strathmore, Whitehills, Letham, Aberlemno, Inverarity, Tealing, and Strathmartine. The school has strong relationships with our cluster Primary schools and a well embedded transition programme.

Positive relationships and a focus on the individual student are strengths of the school. This emphasis ensures high quality pastoral support and an approach to learning and teaching with a focus on supporting individual students to fulfil their potential and we aim to provide a high quality and consistently strong learning experience across the school.

Schools will always be about supporting the whole child and we are committed to all aspects of personal and social development and student welfare. This is emphasised in our school vision and values and is reinforced by our constant work on developing good quality relationships throughout the school.

Establishing an ethos where everyone is valued and respected and where strengths are recognised and encouraged to flourish remain fundamental to our ways of working as we strive to prepare our students for an ever-changing future. We are as ambitious for our students as the new campus building is for our local community.



## 2 Vision and Values & School Ethos



In any school community values are essential for building positive relationships and creating a climate for learning –between pupils, staff, parents, partners and the local community. At Forfar Academy we share a common sense of values –the compass that guides our approaches, relationships, policies and behaviours. We believe these values should underpin every decision that is made in the school.

Our vision and values are set out in the enclosed booklet. Our vision is to support all members of our school community to lead a virtuous life through the key values shown above.

### Promoting Positive Relationships

At Forfar Academy we believe that better relationships, better learning and better behaviour are all linked together. There are three main parts to our Positive Behaviour Management Policy. These are:

- Recognising and rewarding positive behaviour through our praise and rewards system
- Dealing with any behaviour issues that may arise in the classroom in a fair and consistent manner
- High expectations about out of class behaviour

The school has a well embedded system for consistently rewarding students who meet school expectations on a regular basis through the awarding of merits, praise postcards, pupil of the week initiatives and other strategies. Our Golden Ticket scheme rewards students who have demonstrated the four capacities of curriculum for excellence either in or out of class (Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners).

Each year our awards system culminates in two events - the “Big Reward”, a trip for all students who have demonstrated a positive attitude to school throughout the session in areas such as merits, attendance, school uniform and positive behaviour and our Prize Giving Ceremony.

The school believes that working in partnership with parents when any behaviour issues arise is key to successful outcomes and we employ a number of early warning letters to alert parents to any school concerns. Principal Teachers of Curriculum and Principal Teachers of Pupil Care & Support will also contact parents/carers by telephone or arrange a meeting should there be more serious concerns, improvement has not been made following written concerns or a parent/carer wishes to discuss a matter in more detail. Should you have any concerns or queries relating to your child in school please do not hesitate to get in touch with the relevant Pupil Care & Support teacher.

The school has a set of straightforward class and out of class rules and expectations which are shared with students on a regular basis.

### **Anti-Bullying Policy**

The school has an agreed anti-bullying policy which was put together by staff, pupils and parents and we are determined to do all we can to tackle any instances of bullying. We stress the need for everyone within the school community to be aware of their responsibilities and this is expanded on with students during Personal and Social Education lessons.

Any student who is concerned about being bullied or is aware of someone else being a target for bullying is encouraged to report this to a member of staff and, in most cases, this will be their Pupil Care & Support Teacher. Please do not hesitate to contact the school if you have any concerns or become aware of possible instances of bullying.

The full policy can be found on the school website at:

<https://blogs.glowscotland.org.uk/an/forfaracademy/>

The Angus Council Anti-Bullying policy can be found at :

[https://www.angus.gov.uk/schools\\_and\\_youth/people/parent\\_and\\_pupil\\_guidance/anti\\_bullying\\_policy](https://www.angus.gov.uk/schools_and_youth/people/parent_and_pupil_guidance/anti_bullying_policy)



### **3. Curriculum**

Within the Forfar Learning Community, we aim to provide a curriculum that is both inclusive and ambitious for all - a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work. Our continually improving curriculum is based around the four capacities of curriculum for excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore, we will have a curriculum which we will adapt continuously over time to meet the needs of our students.

#### **The Junior Phase (S1-S3)**

The Junior Phase at Forfar Academy incorporates S1 – S3 and has a clear purpose – to ensure a strong platform for later learning and for a successful transition to the Senior Phase (S4-S6) and National Qualifications at the appropriate level for each young person. As students develop the four capacities the curriculum will enable each young person to:

- Experience learning across a broad curriculum covering languages, mathematics, science, social subjects, expressive arts, technology, health & wellbeing and religious & moral education
- Achieve high levels of literacy, numeracy and health & wellbeing with opportunities to develop these across the curriculum
- Develop skills for learning, skills for life and skills for work
- Experience opportunities for personal development, achievement and leadership
- Experience challenge and success

Students are encouraged to adopt an active and healthy lifestyle and to be equipped with the skills needed for planning their future lives and careers.

In the Junior Phase pupils will follow a broad and general education. In S1 and S2 they will study the following courses which are based on the curriculum for excellence experiences and outcomes:

Subject	Curricular Area	Periods per week	
		S1	S2
English	Languages and Literacy	4	4
Maths	Mathematics & Numeracy	4	4
Modern Languages	Languages and Literacy	3	3
Science	Sciences	3	3
Social Subjects (History & Geography)	Social Subjects	3	3
Art & Design	Expressive Arts	1	1
Drama	Expressive Arts	1	1
Music	Expressive Arts	1	1
Design & Technology	Technologies	2	2
Business Studies/Computing/Coding	Technologies	3	2
Home Economics	Health and Wellbeing	2	2
Physical Education	Health and Wellbeing	3	2
Personal & Social Education	Health and Wellbeing	1	1
Universal Pupil Support	Health and Wellbeing	1	1
Philosophies	Religious and Moral Education	1	1
Additional Literacy Period	Languages & Literacy	-	1
Additional Numeracy Period	Mathematics & Numeracy	-	1

In S3 pupils will continue to follow a broad and general education based around the curriculum for excellence experiences and outcomes and will cover each of the curriculum areas. However, a greater degree of personalisation and choice is introduced which is shown in the tables below:

<b>All Pupils will study :</b>	
English	4 periods
Maths	4 periods
Modern Languages	3 periods
Home Economics	2 periods
Design & Technology	2 periods
Business Studies	1 period
Computing	1 period
PE	2 periods
Personal and Social Education	1 period
Philosophies	1 period
Health & Wellbeing	1 period
Universal Pupil Support	1 period

<b>Pupils will choose one from each of the following curricular areas :</b>		
Sciences	Biology, Chemistry, Physics	2 periods
Social Subjects	Geography, History,	2 periods
Expressive Arts	Art & Design, Drama, Music,	2 periods
<b>And 2 other subjects from the above through elective columns</b>		2 periods per column

### **The Senior Phase (S4-S6)**

The Senior Phase at Forfar Academy has a clear purpose. It is designed to:

- Enable all students to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination
- Further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society
- Further develop skills for life, learning and work

- Experience opportunities for personal development, achievement and leadership
- Experience challenge and success
- Encourage a healthy and active lifestyle
- Support planning for future lives, careers and lifelong learning

The Senior Phase covers three years with exit points as appropriate to individual student aspiration and plans. In each year of the Senior Phase pupils will study up to 6 subjects or timetabled experiences at the appropriate level – Nationals 1 and 2, National 3, National 4, National 5, Higher and Advanced Higher. The choice process is structured in such a way as to enable pupils to choose between courses at any level at any stage of the Senior Phase. There are a number of personal achievement, vocational and enrichment opportunities on offer to pupils as well as courses delivered at Dundee & Angus College.

All pupils continue with physical activity as part of their Senior Phase curriculum and the Personal and Social Education programme has a focus on supporting pupils to plan for each stage of the Senior Phase, transition into Further and Higher Education, Careers planning, post school lifeskills and health and wellbeing.

### **Development of Spiritual, Moral, Social and Cultural Values**

The school aims to enable students to reach a knowledge and understanding of spiritual, moral and cultural values through the teaching of Philosophies and activities planned as part of the wider life of the school. These values will, in turn, help them to formulate their own beliefs, whilst respecting and accepting the differing values and beliefs of others, without reference of age, gender, race or creed.

### **Extra-Curricular Activities**

At Forfar Academy we believe that the curriculum is the totality of the school experience and there are a high number of out of class activities and experiences that pupils are involved in. These change and are added to all the time but in a typical session include the following:

**Health and Wellbeing:** Football, Netball, Rugby, Badminton, Basketball, Cross Country, Inter-house sporting competitions, etc.

**Expressive Arts:** School shows, School bands, orchestras and choirs, Arts & Craft clubs, Fashion & textile club, Manga club etc.

**Technologies:** A number of clubs and extracurricular technological and enterprise activities are on offer each session

**Library:** The library offers a high number of activities and competitions throughout the school session

**Trips:** The school runs a high number of excursions and outdoor learning experiences either linked to the curriculum or wider school experiences such as the London Trip, Duke of Edinburgh expeditions,

Sporting Trips, Hadrian Wall trip, senior trips to Vietnam, the China Trip, Exchange with German partner school

### **Further Information**

Further information on the school's approach to Curriculum for Excellence including presentations given to parents as part of Curriculum for Excellence information evenings can be found on the school website at <https://blogs.glowscotland.org.uk/an/forfaracademy/>. More general information on Curriculum for Excellence and the new qualifications can be found by clicking on the hyperlinks below:

The curriculum and curriculum planning: [www.educationscotland.gov.uk/thecurriculum/](http://www.educationscotland.gov.uk/thecurriculum/)

The junior phase experiences and outcomes:

[www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp](http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp)

Broad and General Education in the Secondary School – A Guide for Parents & Carers:

[www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase:

[www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp](http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp)

Information on skills for learning, life and work:

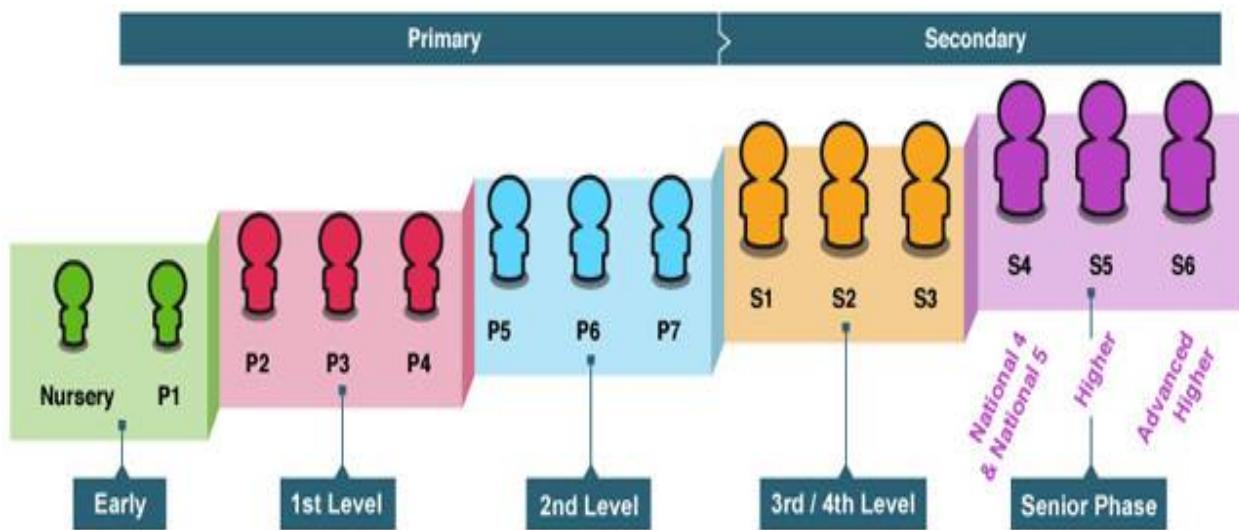
[www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp](http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp)

Skills Development Scotland “My World of Work” careers planning tool:

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)



## 4 Assessment & Reporting



### Assessment and Reporting In The Junior Phase (S1-S3)

By the end of P7 most pupils will have completed the Curriculum for Excellence Level 2 Experiences and Outcomes. During S1-S3 most will be working on the Level 3 Experiences and Outcomes with many moving on to Level 4 in S3.

Pupils move through the Experiences and Outcomes at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through the experiences and outcomes. Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that the child or young person is developing. There are four main ways in which pupils will be assessed during the Junior Phase:

- **'WRITE'** – where a pupil may have some written evidence e.g. end of unit assessment
- **'MAKE'** – where a pupil may have created a model or a poster
- **'SAY'** – where a pupil may have presented to the class or some classmates
- **'DO'** – where pupils may act out a scenario or conduct a class vote

Assessment is ongoing throughout the Junior Phase and is a continuous process which influences the goals set for the child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self and peer assessment as well as tests

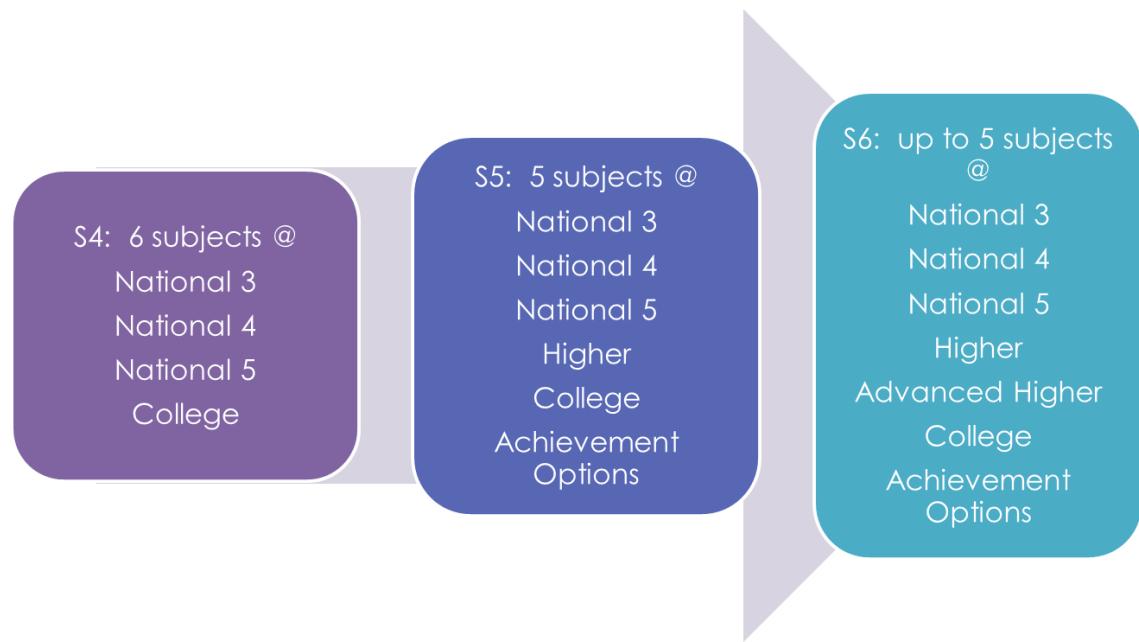
The school is currently reviewing approaches to reporting to parents and so may be introducing changes to further improve communication to parents regarding pupil progress. At the moment, throughout the S1-S3 junior phase parents receive 9 reports (2 tracking reports and a final report in each year). These reports indicate the curriculum for excellence level the pupil is working at as well as a progress indicator. These inform parents and carers if their child is on track with their learning. Teachers also provide next steps comments.

During S3 pupils finalise their Pupil Profile. This document pulls together a pupil's strengths, achievements both in and outside of school, levels attained by the end of S3 and supports planning for the Senior Phase and beyond.

In addition, there is one Parents' Night for each year group and parents and carers are encouraged to contact the school at other times throughout the year to discuss their child's progress with their child's Pupil Care & Support teacher.

### **Assessment and Reporting In The Senior Phase (S4-S6)**

In the Senior Phase students embark on the National Qualifications which can be summarised in the diagram below:



### **Tracking, Monitoring and Reporting in the Senior Phase (S4-S6)**

As students enter the Senior Phase they are set a target grade for each subject they are studying. This forms the foundation of the school's tracking and monitoring approach. In each year students and parents receive 4 tracking reports which show if a student is on track for their target grade in each subject and next steps in learning. Students discuss targets to improve with their Universal Pupil Support teacher in their weekly UPS period. There is a parents' evening for each year group during the session. In addition Principal Teachers of Curriculum, Pupil Care & Support or Depute Head Teachers will contact parents and carers if there are particular concerns about a student's progress.

Parents and carers are encouraged to contact the school throughout the year through their child's Pupil Support Teacher to discuss any aspect of their child's progress.

## **Individual Educational Plans & Child's Plan**

Some of our students who require additional support to address any barriers to learning may have an Individual Education Plan or Child's Plan in place. These plans are broken down into long term and short term goals and objectives for that student. Parents and key professionals are all involved in the planning and reviewing of this plan. Other pupils across the school may also require individual education plans or Child's Plan at some point in their school career.

## **Further National Advice on Assessment & Reporting**

Further information on assessment and reporting can be found on the school's website at <https://blogs.glowscotland.org.uk/an/forfaracademy/> as well as the following links:

How progress is assessed within Curriculum for Excellence:

[www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp](http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp)

Curriculum for Excellence Fact file – Assessment and Qualifications:

[www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling:

[www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp](http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp)



## 5 Transitions

### Transition from Primary to Secondary School

The transition process from primary school to Forfar Academy begins early through a number of curricular links that are made between the school and our cluster primary schools. These include joint working between teachers, Forfar Academy students and primary students to support learning in English, Maths, Expressive Arts, Science Technologies and other curricular areas.

During P7 pupils spend three days at Forfar Academy as part of the transition, taking part in activities to get to know each other and their new school and following their new timetable. During these visits they are supported by pupil buddies who also support them during their first week as S1 pupils. P7 pupils also visit the school as part of curricular projects.

There is a Parents' Event for P7 parents and carers. This involves a tour of the school with visits to Faculties who provide information on the Junior Phase curriculum.

Students from the school also visit the P7 classes with the Pupil Care & Support Team to speak to the P7 pupils about what to expect in the new school.

During P7 there are regular meetings between P7 class teachers, the Pupil Care & Support Team and our ASN team to share pupil information to ensure as smooth a transition as possible. For those pupils who may require additional support to make the transition an individual plan is put in place which will include planning meeting involving parents and partner agencies and additional supported visits to the school.

### Placing Requests

For all advice and information on placing requests to the school and for the Angus Council policy please follow the link below:

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/secondary\\_school/moving\\_to\\_secondary\\_school](https://www.angus.gov.uk/schools_and_young_people/secondary_school/moving_to_secondary_school)

### Skills Development Scotland

Forfar Academy has a dedicated Careers Adviser. The aim of the service is to help students' develop a career plan and move smoothly from school to employment, training or Further/Higher Education.

All pupils have access to the Careers Adviser though most time is spent with S4/5/6. Students may meet the Careers Adviser during class, in a group setting or for a one-to-one interview. The Careers Adviser is available at many of our Parents' Evenings for parents to seek advice on their child's future.

You can contact the Careers Adviser through school via your child's Pupil Care& Support Teacher

## Further information

Further information can be found on the school website at

<https://blogs.glowscotland.org.uk/an/forfaracademy/> and by following the links below:

Curriculum for Excellence fact file – 3-18 transitions:

[www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Choices and changes:

[www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp](http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp)

Additional Support for Learning link page:

[www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL](http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL)

Supporting Children's Learning Code of Practice:

[www.scotland.gov.uk/Publications/2011/04/04090720/21](http://www.scotland.gov.uk/Publications/2011/04/04090720/21)

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

- Telephone Helpline: 0845 123 2303
- Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.

Parenting Across Scotland: [www.parentingacrossscotland.org/](http://www.parentingacrossscotland.org/)



## 6 SUPPORT FOR PUPILS

### **Pupil Care & Support**

Every pupil at Forfar Academy should feel happy, safe and able to fulfill their potential. This is a whole-school responsibility and we have a proud tradition of being a supportive and caring school.

### **Pupil Care & Support Team**

The Pupil Care & Support Team consists of 6 Principal Teachers of Pupil Support. They are:

Mr R. Preston	PT Pupil Care & Support, Cally House, (CA)
Mrs N. Rictchie	PT Pupil Care & Support, Cally House (CB)
Mr S. Bennett	Acting PT Pupil Care & Support, Lethnot House (LA)
Mr B. Martin	PT Pupil Care & Support, Lethnot House (LB)
Ms M. Seivwright	PT Pupil Care & Support, Moy House, (MA)
Mrs A. Callander	PT Pupil Care & Support, Moy House (MB)

Every student is allocated to one of the Principal Teachers and they are the first point of contact for students, parents, staff and partner agencies to discuss progress, share student information as appropriate and deal with any issues that may arise. They get to know all of the students in their group through delivering the Personal & Social Education Programme to all of their students from S1-S6. They provide an important source of support to students throughout their school careers.

The Pupil Support Teacher will usually be the first point of contact for parents to discuss student progress or if there are any concerns about how well a student is doing at school.

### **Support for Learning**

There are times when students may experience difficulties with their schoolwork. This can be for a variety of reasons including specific learning difficulties, specific difficulties with particular subjects, general learning difficulties or a period of extended absence.

Subject teachers alert the Pupil Care & Support Team of any student concerns by completing a referral form identifying the particular needs of the student. Support for Learning staff work closely with subject teachers in class and with small groups of identified pupils. They work very closely with our students who require a more tailored and targeted curriculum and environment.

The school follows the Angus Council staged intervention procedures for identifying support for learning needs for students, level of support required and planning that support. These procedures can be found by following the link below:

[www.angus.gov.uk/schools\\_and\\_young\\_people/additional\\_support\\_needs](http://www.angus.gov.uk/schools_and_young_people/additional_support_needs)

## **Child Protection**

Given ongoing concern on the subject of child protection and changes in the law, schools are now required to report if they think any child has come to harm as a consequence of child abuse, which includes physical injury, non-organic failure to thrive, emotional abuse/emotional neglect, sexual abuse and physical neglect.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and has been specially trained for this task. If you have any concerns you may also phone Social Work via the Access Line on 03452 777 778. Should you wish to talk further about Child Protection and the safety of a child, please feel free to contact the Head Teacher or either of the designated Deputy Head Teachers.

### **Designated Child Protection officers:**

**Mr G. Wallace, Deputy Head Teacher**

**Mrs N. Ritchie, Principal Teacher Pupil Care & Support**

Where there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, the Police or the Children's Reporter.

### **Further Information on Pupil Support**

Information on universal entitlement to support:

[www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp](http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp)

Support for pupils with additional support needs:

[www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL](http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL)

Supporting Children's Learning Code of Practice:

[www.scotland.gov.uk/Publications/2011/04/04090720/21](http://www.scotland.gov.uk/Publications/2011/04/04090720/21)

Getting It Right For Every Child:

[www.scotland.gov.uk/Topics/People/Young-People/gettingitright](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

Support for Young People including the Educational Maintenance Allowance :

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/activities\\_and\\_support\\_for\\_young\\_people](https://www.angus.gov.uk/schools_and_young_people/activities_and_support_for_young_people)

Applying for free school meals and school clothing grants :

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/parent\\_and\\_pupil\\_guidance/free\\_school\\_meals\\_and\\_school\\_clothing\\_grants](https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/free_school_meals_and_school_clothing_grants)

Administration of Medicines :

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/parent\\_and\\_pupil\\_guidance/administration\\_of\\_medicines](https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/administration_of_medicines)

## **7 PARENTAL & CARER INVOLVEMENT**

### **Contact With Parents and Carers**

The school believes that it is important to keep parents and carers fully informed about any specific matters relating to their child's progress, wellbeing and behaviour. We may therefore be in contact with you in writing, by phone or in person. We also regularly pass on positive news about your child's progress through our recognising positive behaviour approaches. Should you have any concerns or queries relating to your child in school please do not hesitate to get in touch with the relevant Pupil Care & Support Teacher. We strongly believe that good partnerships between home and school support young people to reach their potential.

### **Arrangements for Parents and Carers Regarding Pupil Progress**

As detailed throughout the Handbook the school has a number of arrangements in place to provide parents and carers with information on their children's progress. These include:-

- Parents' Evenings
- Course Choice Procedures
- Parent Information Evenings
- Tracking reports
- Letters
- Communication as part of our Recognising Positive Behaviour systems
- School Newsletter (termly)
- Individual contact as appropriate

### **Communication with Parents & Carers**

The school is increasingly using and developing modern technology to communicate more effectively with parents. This includes:-

- Use of Group Call Text Messaging to alert groups of parents to upcoming events or school emergencies
- E-mail communication to notify parents of events and student progress as appropriate
- Ongoing development of our School website as a one stop shop for school information, policies and learning resources for students
- The school twitter account

For this reason please keep the school up to date with any change of e-mail addresses or mobile phone numbers.

## **Opportunities for Parental Involvement in the Life of the School**

The school has a very active Parent Council who support the school in a number of ways. They meet at least six times a term to discuss areas of interest to parents and the school. The school works with the Parent Council to consult on areas of school improvement, share whole school progress and to discuss areas of interest to our parents and carers

We often seek parental views to help our work in evaluating how the school is improving and identifying areas for further focus through the use of surveys, questionnaires and parent/carer focus groups

## **Further information on Parental Involvement in the School**

Forfar Academy Parent Council Chairperson: Mrs F. Coutts

Find more information on the work of the Parent Council including schedule of meetings and minutes from all meetings by clicking on the Parent Council tab on the Forfar Academy website at <https://blogs.glowscotland.org.uk/an/forfaracademy/>



## 8 SCHOOL POLICIES AND USEFUL INFORMATION

### School Policies

School policies are published on the school website at:

<https://blogs.glowscotland.org.uk/an/forfaracademy/>

### The School Day

All schools in Angus follow a common school day and week which is as follows:

#### Monday - Thursday

Period	Start	Finish	Duration
1	08:55	09:45	50 mins
2	09:45	10:35	50 mins
3	10:35	11:25	50 mins
Break	11:25	11:40	15 mins
4	11:40	12:30	50 mins
5	12:30	13:20	50 mins
Lunch	13:20	14:10	50 mins
5	14:10	15:00	50 mins
6	15:00	15:50	50 mins

#### Friday

Period	Start	Finish	Duration
1	08:55	09:45	50 mins
2	09:45	10:35	50 mins
3	10:35	11:25	50 mins
Break	11:25	11:40	15 mins
4	11:40	12:30	50 mins
5	12:30	13:20	50 mins

## **Attendance**

### **What Students Need to Know**

#### **Lateness**

If you are late to school you should report to your class where you will be marked as late into school. Your parents/carers will receive a text notifying them that you have been late. If a pattern of late coming is identified, parents/carers will be informed. Late arrivals to class/school are monitored by the Pupil Care & Support Team.

#### **Permission for absence from school**

If at all possible you should arrange appointments with the doctor, dentist, etc. out with the school day. However, when this is not possible the school should be informed by phone/email or a letter given to the school office prior to the appointment.

#### **If you are absent**

Your parents or carers should contact the school on the day of absence either by telephone or email to [ForfarAC@angusschools.org.uk](mailto:ForfarAC@angusschools.org.uk) to inform the school that you will be absent. If this is not possible, please bring a note from your parents/carers on your return to explain the reason for your absence and hand it in to the School Office. Unexplained absences will be referred to the Pupil Care & Support Team. Students are expected to come to school on time and to attend classes regularly.

#### **If you feel ill**

Tell your class teacher and ask permission to report to the school office. You may be seen by the duty first aider. If appropriate, office staff will arrange for you be collected from school. If you feel ill at any other time during the school day you should report to any member of staff or the school office.

### **What Parents Need to Know**

The maintenance of an accurate register of attendance is supported by:

- period by period registration taken at the start of every period
- texts home if a student is absent from class and we have not received a reason
- Absences - If your child is unable to attend school please ensure that you contact the school on the day of absence by telephone or email at [ForfarAC@angusschools.org.uk](mailto:ForfarAC@angusschools.org.uk) informing the school that your child will be absent and the reason for absence
- The school will organise work at home, wherever possible, for a pupil who is likely to be absent for a prolonged period due to illness
- If a student records an unexplained absence, we feel that it is important that this is followed up and the school will make contact with you if requests to students for notes explaining absences are not successful

- Monitoring of attendance by the Pupil Care & Support team

The school follows the Angus Council procedures for following up on student absence based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly.

If no reason for absence has been received, an 'A1' letter is sent to the parent/carer to request written explanation for absence(s). If no reply is received and/or there is no improvement in attendance an A2 letter is sent. If there is still no response the school will follow Angus Council attendance procedures.

Please help us by ensuring the school always has up to date home, work, emergency contact and email details.

Parents and carers are encouraged not to arrange family holidays during term time. Where this is unavoidable please contact the school with dates when your child is to be absent from school. On receipt of the dates you will receive a letter from the school acknowledging your request and informing you that the absence will be recorded as unauthorised in line with Angus Council procedures.

### **Forfar Academy Uniform**

Pupils at Forfar Academy are expected to wear school uniform. The most important factor in the Forfar Academy uniform is that pupils clearly identify with the school and wear items of clothing which demonstrate this identity.

### **Our School Uniform**

- All students should wear a school tie. These can be purchased from the school office
- White shirt or blouse
- Black jumper
- Black trousers or black skirt
- Black shoes or black trainers
- S6 – School blazer for all prefects, House captains, and students in leadership positions

**Tracksuit bottoms, non-black trainers, and any kind of denim are not part of school uniform and should not be worn.**

### **Sports Kit**

- Sky blue t-shirt
- Maroon shorts
- Outdoor footwear

- Indoor footwear (non coloured soles)

### **School Equipment**

All students are expected to have a school bag and a pencil case with the basic equipment they will require for the school day – pen, pencil, rubber, ruler etc.

### **Transport**

Free school transport is provided to secondary students who live more than three miles from their catchment school. Free school transport **may** also be provided for pupils with additional support needs, where the walking route fails to meet certain safety criteria or on medical grounds in certain cases.

If you live within the walking distance or your child attends schools as a result of a placing request you will not be entitled to free school transport.

Secondary students have to apply for transport in S1, S5 and S6 unless circumstances change. S5 and S6 students should apply for transport even if they are unsure if they will return to school.

For more information on free school travel :

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/travel\\_and\\_trips](https://www.angus.gov.uk/schools_and_young_people/travel_and_trips)

### **Transport for pupils with Additional Support Needs**

Transport may be arranged for pupils who have additional support needs and are not able to walk to school. Transport may also be granted on medical grounds in certain cases.

For more information or to apply call the ACCESSLine on 03452 777 778

### **Guidance for parents and carers**

If your child has additional support needs and receives transport to school, please follow these guidelines:

- meet the vehicle both in the morning and the afternoon – don't keep the vehicle waiting as other passengers have to get to their destinations on time
- make sure your child is well enough to travel and attend school
- provide at least ten days' notice of changes such as a new wheelchair
- submit a new application if you are changing address
- don't ask the driver to drop your child at a different address
- if your child will not be travelling, let the contractor and school know
- tell the driver or escort about things your child might find comforting as well as about things that upset them

- let the driver know if your child gets car sick
- make sure your child visits the toilet before the journey
- if you are unexpectedly delayed and cannot get home before your child is returned, call 01307 476305
- exchange mobile numbers with the driver to aid good communication

### **Emergency school closures and transport updates**

In the event of a closure during the school day we may use a variety of methods to alert you:

- by text and phone calls
- through the school twitter account
- through the Angus Council school closures section
- Radio Tay (Tay AM MW 1161/1584 KHz or Tay FM 102.8/96.4 MHz)

It is essential that the school has up to date contact information for parents and carers to enable us to contact you directly by text.

School transport updates will be posted

- By text to parents/carers
- On the school twitter account
- On the Angus Council school closure and school transport disruption webpage

Emergency closures out with school hours will be posted on the Angus Council school closures webpage and on the school twitter feed.

If the school is open during the bad weather but you don't think it is safe for your child to travel, you are entitled to keep your child at home.

If the transport contractor is not operating, and you would still like your child to attend school, please let the school know about your alternative transport arrangements, and ensure your child is collected at the end of the day. If school transport is not running it is the parent/carers responsibility to provide transport home.

More information on Emergency Closures and Transport Updates :

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/emergency\\_school\\_closures\\_and\\_transport\\_updates](https://www.angus.gov.uk/schools_and_young_people/emergency_school_closures_and_transport_updates)

## **Dealing with parental/carer concerns**

We hope that all parents/carers contact the school immediately should they have a concern. We always promote working in close partnership with parents and carers to resolve any concerns as early as possible. Please contact your child's Pupil Care & Support teacher in the first instance if you wish to discuss any concern you may have. If they are unable to speak to you immediately they will always try and return your call as soon as they are able

## **The Complaints Procedure**

If parents or carers have cause for complaint they should contact the school to speak to a member of the school Senior Management Team in the first instance.

The Angus Council Complaints procedure and process can be found at:

[https://www.angus.gov.uk/council\\_and\\_democracy/complaints\\_and\\_comments/making\\_a\\_complaint\\_or\\_comment\\_about\\_our\\_services](https://www.angus.gov.uk/council_and_democracy/complaints_and_comments/making_a_complaint_or_comment_about_our_services)

## **Insurance**

Pupils are not insured against accidental injury or damage to personal property.

In common with most Scottish Education Authorities, Angus Council does not provide any general insurance cover for pupils. This means that pupils are not insured against accidental injury, or against accidental loss of, or damage to, clothing or personal property.

Angus Council does hold "third party liability" insurance for claims which are successfully proven in the Courts for injury, illness, loss or damage arising from the negligence of the Council or its employees.

Although serious accidents happen very infrequently, it can be too late to think about insurance after the event. For this reason, parents/carers are advised to consult their own insurers to determine the extent to which they wish to provide cover. Householder and other family insurance schemes can often be extended to provide personal accident and life insurance for children.

## **Holding and Storing Data and Parental Access to Records**

For information on the above please go to :

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/parent\\_and\\_pupil\\_guidance/holding\\_and\\_storing\\_pupils\\_and\\_teacher\\_data](https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/holding_and_storing_pupils_and_teacher_data)

