

# John Paul Academy School Handbook 2022-23



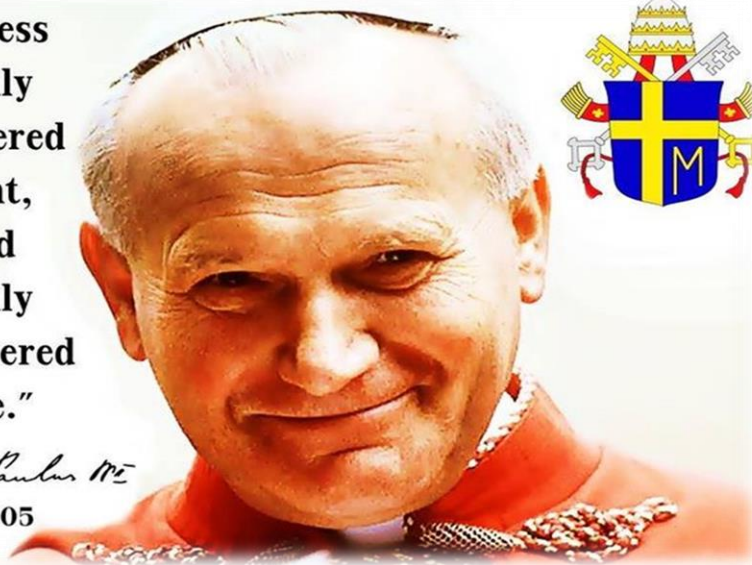
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**"Darkness  
can only  
be scattered  
by light,  
hatred  
can only  
be conquered  
by love."**

*Joannes Paulus PP. I*  
1920–2005



# John Paul Academy

Goodness & Knowledge

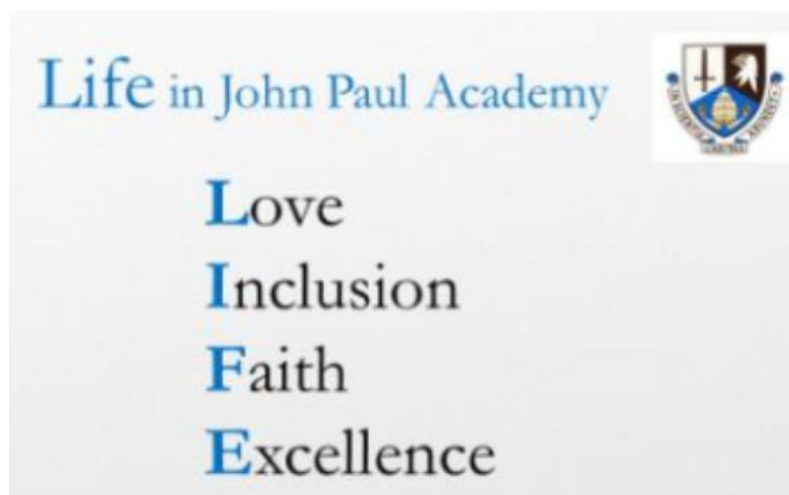
# School Vision, Values and Aims

## John Paul Academy Vision Statement:

*At John Paul Academy, through service to the common good and recognition of the dignity and voice of each person, we commit to the pursuit of excellence through the development of each person's God given talents.*

## Values:

Our core values are outlined as **LIFE** in John Paul Academy.



## Aims

Our aims are listed in our school's **Strategic Intent** document which can be accessed within our school web site and by clicking the link [here](#).

# School Information

## Address:

John Paul Academy  
2 Arrochar Street  
Summerston  
Glasgow  
G23 5LY

Telephone: 0141 582 0140 Fax: 0141 582 0141

E-Mail: [headteacher@johnpaulacademy.glasgow.sch.uk](mailto:headteacher@johnpaulacademy.glasgow.sch.uk)

Twitter: @johnpaulacademy

Facebook: @johnpaulacademy

**Head Teacher:** Mr David Owen

John Paul Academy is a co-educational Catholic comprehensive school covering the stages S1 to S6. It serves areas in the north west of Glasgow.

The school's capacity has been defined as 900, the intake for S1 is capped at 180 this session.

The current roll for each year group is:

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
168	177	177	155	150	95

Special features of the school include a multipurpose hall, theatre and social area, and upgraded PE facility, including a new fitness suite, changing rooms, and all-weather pitch, a modern hospitality facility and a suite of ICT rooms, a newly refurbished library, and high quality ICT equipment across the school.

The school has a lift for use by pupils, staff and visitors with mobility difficulties. Other facilities in the school are also available for community letting, which is managed by Glasgow City Council Letting Department.



# Head Teacher's Welcome

Welcome to John Paul Academy. This handbook is designed to give you an insight into our school, its aims and achievements. It will also provide you with an understanding of the opportunities for learning and achievement for your son or daughter in our school.

Our aim is to realise the full potential of all our young people within this community of Love, Inclusion, Faith and Excellence. Our success stems from the way we value every pupil and the manner in which we support and meet their needs. We endeavour to provide them with the knowledge, skills and confidence to contribute and make a positive impact in our ever-changing world.

We do this by our consistent, positive and caring approach and we encourage our young people to be equally consistent in their efforts. We promote high expectations across our school and place strong relationships at its core.

Our successes are enhanced to a large extent by the cooperation and involvement of our parents and we encourage you to take an active interest and involvement in the work and life of our school. Parents are encouraged to contact me or our Senior Team directly about the progress or welfare of their children.

I look forward to welcoming you and your children to John Paul Academy.

With every good wish.

**David Owen**  
Head Teacher - John Paul Academy





# STAFF LIST 2022-23

## SENIOR LEADERSHIP TEAM

HT Mr D Owen  
S1 Ms S McRae  
S2/3 Mr P Cassidy  
S4/5 Mrs C Lynch  
S6 Mr V Collins

## PUPIL SUPPORT TEAM

Hope Mr D Devlin  
Howson Mrs V Ross  
Kerrera Mrs A Diver  
Mackintosh Ms C Beltran  
Wallace Mrs E Dick  
DYW Mr E Dougall  
WBH/Nurture - Mrs B Allan  
Integration Centre - Mrs L Serapiglia

## ART

Mrs L Gillon PT  
Ms E Carroll  
Ms L Mochan

## BIOLOGY

Mrs H Rintoul  
Ms R Butterworth PT  
Ms L McMunn  
Ms A Rumsby

## BUSINESS EDUCATION

Ms C Lynch DHT  
Ms K Gildea PT  
Mrs J McGoldrick  
Ms S Meharry  
Mrs K Kelly

## CHEMISTRY

Mr D Devlin PTPS  
Mr G Noble  
Mr M Petrache  
Mrs E Dick PTPS  
Mrs S McRae DHT

## COMPUTING

Mrs Y Collins PT  
Mrs O Fakunle  
Ms S Baird

## ENGLISH

Mrs K Keogh PT  
Mr R Cook Rm  
Ms G Hitchon  
Ms S Gillick  
Ms R Greenway  
Ms J Thomson  
Ms K Connolly  
Ms R Stevens  
Mr D Douglas  
Mr V Collins DHT

## HISTORY

Mrs E Abercromby  
Ms L Bennie  
Ms R Kelly

## HOME ECONOMICS

Mrs L Kinley PTS  
Mrs V Ross PTPS  
Mrs J Strzelecki

## MATHS

Mr D McClure PT  
Mr B Kerr  
Mr J Gillespie  
Mr T Mahmood  
Ms S Duffy  
Ms L McFadden  
Ms W Robertson  
Mr J Wilson

## MODERN LANGUAGES

Ms L Campbell PT  
Ms C Beltran PTPS  
Ms A Smith  
Ms S MacMillan

## MODERN STUDIES

Mr M Connolly PT  
Mr S Mathers

## MUSIC

Mr C Shanks PT  
Mr M O'Reilly  
Mrs K Docherty  
Ms H Wighton

## PHYSICAL EDUCATION

Mr S Harvey PT  
Mr P Cassidy DHT  
Mrs A Diver PTPS  
Mr E Dougall PT DYW  
Ms A Buijstens  
Mr I Bailey  
Ms L Cochrane  
Ms C McGarvey

## PHYSICS

Mr P McGorry PT  
Mr J Bebbington

## RELIGIOUS EDUCATION

Mrs S Owen (Acting) PT  
Mrs M McMullan

## TECHNICAL

Mr A Atkinson PT  
Mr F Bannon  
Ms M Clancy

## WELLBEING HUB

Ms B Allan PT  
Ms F Guyan (SFL)  
Ms C Elliott  
Ms A Miller (EAL)

## INTEGRATION CENTRE

Mrs L Serapiglia PT  
Mr C Neil  
Ms K Ross  
Ms S Cook (M)

## SCHOOL OFFICE

Mrs L Price - Snr Clerical Assist  
Mrs L Carson  
Mrs J McKerron  
Mrs A Hardie

## JANITORS

Mr R McKenzie  
Mrs D Reilly

## MEDICAL ROOM

Mrs McCann  
Mrs L Young

## EDUCATION LIAISON OFFICER

Mrs P Vandenboch

## TECHNICIANS

Ms S McGowan - Snr Technician  
Mr R Black  
Mr S Koay  
Mr G Tomlinson

## CATERING MANAGER

Mrs L McKay

## LIBRARIAN

Ms A West

## CAREERS ADVISORS - MCR CO-ORDINATOR

Mr G Dragness - SDS  
Mr S Coyle - SDS  
Ms L Doonan - MCR

## SUPPORT FOR LEARNING WORKERS

Mrs P McCann  
Mrs A McElroy  
Mrs E Johnston  
Ms A Totty  
Mrs F Guyan  
Mrs L Young  
Ms J McLeod  
Ms C Mack  
Ms T Brown  
Ms E Clements  
Ms A McGhee  
Ms A Rodger

## KEY

HT Head Teacher  
DHT Depute Head Teacher  
PT Principal Teacher (Subject/Faculty)  
PTPS PT Pupil Support



# Senior Leadership Team



**Mr D Owen**  
**Head Teacher**

- Management and direction of the curriculum
- Improvement planning
- Monitoring of progress
- Staffing
- Parent council
- Legal matters
- External agencies
- School finances
- Health and safety including fire risk management
- Professional associations
- Parents



**Ms S McRae**  
**Depute Head Teacher**  
**S1 and Primary Transition**

- S1 Management
- S1 Profiling
- Child Welfare and Safety
- Pupil Support
- Nurture Implementation
- Primary/Secondary Transitions
- PSE and HWB Co-ordinator
- Family Learning



**Mr P Cassidy**  
**Depute Head Teacher**  
**S2 and S3**

- Management of S2 & S3
- Tracking for S2 & S3
- Probationer & Student Teachers
- Learning and Teaching
- Staff Development
- Assessment & CfE Moderation
- IDL Experience



**Ms C Lynch**  
**Depute Head Teacher**  
**S4 and S5**

- Management of S4 & S5
- Tracking for S4 & S5
- Timetable
- Faculty Pathways
- Supported Study
- ICT Co-ordinator
- Communications
- Staffing Cover Planning



**Mr V Collins (0.6)**  
**Depute Head Teacher**  
**S6**

- Management of S6
- SQA Management
- Wider Certification
- Awards Ceremony
- Tracking for S6
- UCAS
- Learner Pathways
- College Provision
- DYW
- Top-Up

# Primary Transition & Enrolment

We recognise that the move from primary to secondary is a very important event for young people. We have a close and effective partnership with each of our associated primary schools. This ensures that the move from primary to secondary is as smooth as possible for young people.

Families living outside our school catchment area are welcome to make a placing request to attend John Paul Academy which can be placed with Glasgow City Council. Prospective parents are welcome to visit our school and should contact the school office to make an appointment in advance.

Children have the opportunity to take part in 2 days transition in May. Enhanced transition arrangements are made for children with Additional Learning Needs.

## Associated Primaries

### St Blane's Primary

23 Arrochar Drive  
Summerston  
G23 5QB  
Telephone: 0141 945 1276  
**Headteacher:** Ms L McVey

### St Charles' Primary

13 Kelvinside Gardens  
Maryhill  
G20 6BG  
Telephone: 0141 946 1391  
**Headteacher:** Ms E Ross

### St Mary's Primary

Kilmun Street  
Maryhill  
G20 0EL  
Telephone: 0141 946 6766  
**Headteacher** Mrs M McGeachie

## PLACING REQUESTS

Many of our pupils come from our non-associated primaries within the local area such as Parkview, Caldercuilt and Cadder primaries. A placing request must be completed if a child wishes to enroll from a non-associated primary, please contact Glasgow City Council to make a placing request.



# Our School Day

We operate a 33 period week. The school day begins at 8.45am. On Monday, Tuesday and Thursday the school day finishes at 3.30pm. On Wednesday and Friday the school day finishes at 2.40pm. We encourage all young people to develop good habits in punctuality. Frequent occurrences of late-coming will be communicated home to parents/carers and your support in ensuring that your child is on time for school every day.

## JOHN PAUL ACADEMY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>PERIOD 1</b> 8.45 – 9.35					
<b>PERIOD 2</b> 9.35-10.25					
<b>PERIOD 3</b> 10.25-11.15					
<b>INTERVAL 11.15 – 11.30</b>					
<b>PERIOD 4</b> 11.30 – 12.20					
<b>PERIOD 5</b> 12.20 – 13.10					
<b>LUNCH 13.10 – 13.50</b>					
<b>PERIOD 6</b> 13.50 –14.40					
<b>PERIOD 7</b> 14.40 -15.30					

### Pupil Entrance

Pupils enter the school through the Assembly Hall doors in the rear playground. The front entrance is reserved for staff and visitors. Pupils arriving late are required to enter through the front entrance in order to be registered and issued with a late pass.

### Staff/Visitor Entrance

Staff and visitors enter the school through the front doors. A new reception area was created in 2021 with secure controlled entry. Visitors are not permitted entry to the building without a pre-arranged appointment.

# School Holidays and Key Dates 2022-23

The school year in John Paul Academy for this session:

## August

- Monday 15 August 2022 - Return date for Teachers & In-Service Day 1
- Tuesday 16 August 2022 - In-Service Day 2
- Wednesday 17 August 2021 - Return date for the pupils

## September

- Tuesday, 6 September 2022 – UCAS Information Evening
- Friday, 23 September and Monday, 26 September 2022 - September weekend holiday

## October

- Friday, 7 October 2022 – BGE (S1-3) Tracking 1
- Friday, 14 October 2022 - In-Service Day 3
- Monday, 17 to Friday, 21 October 2022 - October Week
- Monday, 24 October – S1 Parents' Evening

## November

- Friday, 4 November 2022 – Senior Phase (S4-6) Tracking 1
- Monday, 7 November 2022 – S4 Parents' Evening
- Friday, 14 October 2022 - In-Service Day

## December

- Monday, 5 December 2022 – S4 Prelims begin
- Monday, 5 December 2022 – S5 Parents' Evening
- Wednesday, 14 December 2022 – S4 Prelims end
- Schools close at 2.30 pm on Thursday, 22 December 2022
- Friday, 23 December 2022 - Tuesday 3 January 2023 - Christmas holidays

## January

- Schools return on Wednesday 4 January 2023
- Monday, 9 January 2023 - S5/6 Prelims begin
- Wednesday, 18 January 202 - S5/6 Prelims end

## February

- Friday, 4 February 2023 – BGE (S1-3) Tracking 2
- Monday, 6 February 2023 – S2 Parents' Evening
- Friday, 10 February 2023 – Senior Phase (S4-6) Tracking 2
- Monday, 13-14 February 2023 - mid-term break
- Wednesday, 15 February 2023 - In-service day 4
- Monday, 20 February 2023 – S3 Parents' Evening

## March

- Friday, 30 March 2023 – Senior Phase (S4-6) Tracking 3

## April

- Schools close at 2.30 pm on Friday, 31 March 2023
- Monday, 3 April - Friday, 14 April 2023 - Spring Break
- Schools return on Monday, 17 April 2023
- Monday, 17 April 2023 – S3 exams week
- Monday, 24 April 2023 – SQA Exams begin

## May

- Monday, 1 May 2023 - May Holiday
- Monday, 12 May 2023 – BGE (S1-3) Tracking 3
- Thursday, 25 May 2023 - In-service day 5
- Friday, 26 May 2023 and Monday, 29 May 2023 - May Weekend

## June

- Thursday, 1 June 2023 – SQA Exams end
- Monday, 5 June 2023 – New Timetable begins
- Schools Close at 1.00 pm on Friday 23 June 2023

## August

- Monday 14 August 2023 (Return date for Teachers)

# Pupil Support

John Paul Academy has a team of Pupil Support teachers. They are there to give advice, support and encouragement to pupils, so that each individual sets appropriate targets for her/himself and achieves their fullest potential.

## The aims of the Pupil Support System -

- To make sure that each pupil is known personally and well by at least one member of staff
- To maintain an overview of pupil progress and to intervene appropriately to support pupils in achieving their potential
- To provide curricular advice and support in particular at course choice time
- To identify and respond to the needs of individual children
- To foster good relations between teachers and pupils
- To work with the home regarding all aspects of a pupil's development
- To help each pupil be aware of their own personal development and to accept responsibility for it
- To work with the support and welfare services where necessary
- To keep a record of information relevant to the welfare of individual pupils

Pupil Support staff monitor the progress and welfare of individual pupils. They provide a special link between the Home and the School. They play a crucial role in assisting pupils with advice about the most suitable courses for them to follow - given their ambitions, abilities and parental wishes. The Pupil Support Team is arranged into a House system. Mrs McRae is the DHT in charge of Pupil Support, there are 7 Principal Teachers of Pupil Support.

## THE PUPIL SUPPORT TEAM

Hope House	Mr D Devlin
Howson House	Mrs V Ross
Kerrera House	Mrs A Diver
Mackintosh House	Ms C Beltran
Wallace House	Mrs E Dick



If you wish to enquire about how your child is getting on at school, Pupil Support staff will be pleased to discuss your child's welfare and progress. We do ask that you contact the School in advance to make a suitable appointment as Pupil Support teachers have a subject-teaching commitment as well as their pupil support role.

## ENHANCED SUPPORT TEAM

Integration Centre	Mrs L Serapiglia
Wellbeing Hub	Mrs B Allan

## Pupil Attendance

Within John Paul Academy excellent attendance is encouraged at all times. Parents are asked to inform the school if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. All unexplained absence is investigated by our school and appropriate action taken.

To report a pupil absence please use Glasgow City Council's Pupil Absence Reporting Line: 0141 287 0039 before 9.30 am on the first day of absence. If a pupil has not reported absence before this time, parents/carers will automatically receive a text to inform them that their child is not in school.

### Education Maintenance Allowance (EMA)

EMAs are available to eligible people aged 16 to 19 who have reached school leaving age. EMAs can be applied for via the Glasgow City Council website as soon as a young person reaches the age of 16. To be eligible, learners have to meet the following criteria:

#### Residency

You need to have what's known as 'ordinary residence' to be eligible for EMA. Ordinary residence means you live in one place. There is a set of rules that decide whether you're ordinarily resident in Scotland, with different arrangements in place for different immigration statuses.

#### Household income

Household income will also determine eligibility for EMA. Household income is the income of parent(s) or carer(s). To qualify, households with one dependent child must be earning £24,421 per year or less, and households with more than one dependent child must be earning £26,884 or less, before tax.

Please click the link [here](#) to access guidance notes on applying for the the EMA area on Glasgow City Council's website.

## Appointments During School Hours

If your child has an unavoidable appointment, please give them a letter for their Pupil Support teacher to ensure that they have permission to be absent from class.

## Medical & Healthcare

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep our school informed of all contact details.

Parents and carers should inform our school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

Medical vaccinations take place at various times during the year. Parents and carers are kept informed by letter.



# Emergency Contact Information

At the start of each school session, parents and carers will be issued with the Annual Data Check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) and email addresses or to those of your emergency contacts throughout the year.

As we reduce the use of paper communication, we have asked that ALL parents/carers provide us with a contact email address to enable communications to be sent electronically. Please ensure that we have a current email address.

## Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, emails, texts and social media.

## School Dress Code

Our school uniform promotes a strong sense of school identity, shared values, self-confidence and a shared sense of community. Our uniform is actively supported by our pupils, parents and the Parent Council and is of great benefit to all. We are very proud of how smart our pupils look and this is often commented on by members of our local community.

Our school uniform is:

- School blazer (S6 blazer with blue braiding as shown)
- School tie and blue shirt
- Black trousers
- Black skirt
- Dark blue 'V' neck jumper with school crest (*optional*)
- Black shoes (shoes must be all black, with no other colours visible)



There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

## PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

## Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from the school office and at Glasgow City Council's website [Clothing grants and free school meals](#)

## School Meals

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. A breakfast and mid-morning service is also available within The Fuel Zone. Special diets for children with medical requirements can be provided. Please inform the school office. Young people who prefer to bring packed lunches are accommodated in our eating area.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit, Child Tax Credit and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from the school office and at Glasgow City Council's website [Clothing grants and free school meals](#)

## Transport

The education authority has a policy of providing free transport to all pupils and young people who live outwith a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school office or at Glasgow City Council's website. In addition, in 2022 the Scottish Government introduced free bus transport to all young people under the age of 22 – via the Young Scot website. [Application for free school transport](#)

# Communication

At John Paul Academy we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of improving parental engagement. We contact and involve parents in many ways. For example:

- **School Website** – one of the best ways to find out about our school is by using our website. This contains all the information that you need to find out about all aspects of school life and is updated regularly.
- **Twitter/Facebook** – contain regular updates of information about our school and reflects the life of the school throughout the year. It is a good idea to check these regularly.
- **Satchel One** – all homework is published on SMH and a calendar is available on the school website to show when homework has been issued, parents are encouraged to check this regularly to ensure that learners are aware of homework issued. Teachers may also use this to share resources and communicate with pupils individually.
- **Letters** – further information which requires a response may be sent out in letter form. Please note that electronic communication via email will be used to send letters to parents/carers. Please ensure that an up to date email address is supplied on returning the Annual Data Check Form.
- **Groupcall** – You may also receive text reminders about events, school closures etc from our Group Call messaging system. We use email to communicate via Groupcall, on occasion we use text messages.
- **Tracking Reports** – these are issued regularly throughout the school term to inform parents/carers of progress in classes across the curriculum. These will provide information on working levels, attendance, effort, homework etc.
- **Learner Profiles** – these are issued by departments to inform parents of progress in assessments in different subject areas.
- **Parents' Newsletters & School Newspaper** – will be sent out on a regular basis to keep parents and carers informed about the work of our school. Note – these will now be sent electronically via the school website and by Groupcall email.
- **Parent / Teacher Meetings** – Parents and carers are welcome in our school to discuss aspects of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.
- **Information Evenings** - are held on a regular basis to give specific year group information. You will be advised of these by email/text message in advance.

## Enhanced Support for Pupils / Wellbeing

Our school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

In John Paul Academy we adopt a nurturing approach: all pupils are dealt with in a caring and understanding manner by all staff. We have range of different support strategies in our school to help all young people reach their fullest potential.

Ms McRae is the DHT responsible for Pupil Support and Wellbeing. Ms Allan is the PT Support for Learning who is in charge of the Wellbeing Hub within the school. In collaboration with teachers, Pupil Support Teachers and a range of external agencies, our school ensures that the needs of all learners are met and appropriate strategies are put in place to support all young people who have additional learning needs.

Mrs Serapiglia is the PT in charge of our Integration Centre. This allows our school to give a high level of support to young people with additional needs ensuring they are able to access the wider curriculum. We have a large group of Support for Learning Workers who work alongside children in the classroom.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council's website: [Meeting Additional Support Needs](#)

Information on the Glasgow City Council's Parental Involvement Strategy can also be found at the Glasgow City Council's website: [Parental Involvement](#)

## Getting it Right for Every Child (GIRFEC)



The Getting it right for every child (GIRFEC) approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential. At home, in school or the wider community, every child and young person should be:

- *Safe*
- *Healthy*
- *Achieving*
- *Nurtured*
- *Active*
- *Respected*
- *Responsible*
- *Included*

These eight factors are often referred to by their initial letters – SHANARRI. These wellbeing indicators help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support.

Each child is unique and there is no set level of wellbeing that children should achieve. Wellbeing is influenced by children's individual experiences and changing needs as they grow. A range of experiences can have negative effects on young people. This might be one of the 10 recognised [Adverse Childhood Experiences \(ACEs\)](#) or other adversities such as bereavement or bullying, or where a family is affected by illness, disability or poverty. Each child should be helped to reach their full potential as an individual. More information can be found by visiting the Scottish Government website at [Scottish Government Policies - Wellbeing](#)

### MCR PATHWAYS

MCR Pathways is a school-based mentoring programme. The charity was founded in 2007 to address the outcome gap between care-experienced young people and their peers. Support is provided for young people in or on the edges of the care system to realise their full potential through education. MCR mentors work within some young people in our school to support them through their education and help them to reach positive destinations after school.

## Child Protection

Child Protection is the responsibility of all staff in our learning community. Ms McRae is the Child Protection Co-ordinator for the school and any concerns about the safety and wellbeing of learners in the school are addressed to her. If you are worried that a child is at risk or being harmed, it is important to tell someone. Your report will be treated in confidence. Everyone has a right to be safe. During office hours, you can contact Social Care Direct by phone (0141 287 0555), textphone 18001 0141 276 4710 or email Social Care Direct. You can find Glasgow City Council's Child Protection Policy on the council's website at [GCC Child Protection Policy](#).



# John Paul Academy



## Keeping our Learners Safe

**Child Protection  
Coordinator**



*David Owen - Head Teacher*

*We all share the  
responsibility to protect  
children – please never  
hesitate to pass on a  
concern.  
Thank you*

**Depute Child Protection  
Coordinator**



*Suzanne McRae – Depute HT*

## Positive Relationships for Learning

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within John Paul Academy is to build a positive ethos that demonstrates care and respect for all.

The smooth running of our school requires a high standard of behaviour. We appreciate the support of parents and carers in helping us to achieve this. All pupils are expected to behave well and respect their own safety and that of others. This is also vital on journeys to and from our school.

In line with our policy on promoting positive relationships, all young people know their Rights and Responsibilities within the school. These are clearly displayed in all classrooms. Regular assemblies are held to keep pupils informed of important matters and to reinforce our expectations.



## Standards and Expectations

Our standards and expectations are clearly communicated to young people at assemblies on a regular basis. As a school we embrace **Pivotal Practice** in all our relationships with young people. This ensures a calm and productive learning environment. All staff have received training on adopting Pivotal Practice in our school – which is in line with the principles of nurture. John Paul Academy is a nurturing environment. Please see below the key Pillars of Pivotal Practice;

### Pillars of Pivotal Practice

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

**Consistency is key** in ensuring that our learning environment is a calm, productive and positive place. Time-keeping and consistent classroom routines are important and encouraged in all young people and staff. Where things go wrong, we practice restorative follow-ups which can involve the PT subject or pupil support or the Depute Head Teacher.

We have summarised our Standards and Expectations into 3 key areas; **Ready/Respectful/Resilient**. These themes are evident around the school and highlighted regularly every year group assemblies.

# STANDARDS & EXPECTATIONS

**Ready**

Wear full uniform.  
Attend all classes and arrive on time.  
iPad charged.

**Respectful**

Towards each other and  
to the staff in our school.  
Follow school rules; No  
jackets/hoodies/phones/ear buds.

**Resilient**

Have a positive mindset.  
Overcome challenges.  
Show determination.

BE KIND

Goodness and Knowledge

Ready    Respectful    Resilient



## Rights and Responsibilities

In keeping with our standards and expectations, we ensure that our young people in John Paul Academy are aware of their rights and responsibilities as members of our school community. These are set out in our High Expectations Charter for Pupils.



### JOHN PAUL ACADEMY HIGH EXPECTATIONS CHARTER FOR PUPILS



RIGHTS	RESPONSIBILITIES
<p style="text-align: center;"><b>Known</b></p> <p>Teachers know you and your learning needs.</p>	<p style="text-align: center;"><b>Involved &amp; Active</b></p> <p>Attend school every day. Participate fully in learning activities.</p>
<p style="text-align: center;"><b>Safe &amp; Nurtured</b></p> <p>You feel cared for by teachers to ensure your wellbeing is as good as it can be.</p>	<p style="text-align: center;"><b>Respectful &amp; Reflective</b></p> <p>Understand the role of teachers as classroom managers. Willing to accept and follow teacher instructions. Able to listen to and take advice from teachers.</p>
<p style="text-align: center;"><b>Learning</b></p> <p>To experience excellent teaching. To acquire knowledge. To develop skills for life, learning &amp; work.</p>	<p style="text-align: center;"><b>Organised</b></p> <p>Always prepared and ready for class.</p>
<p style="text-align: center;"><b>Achieving</b></p> <p>To be challenged to improve as a learner.</p>	<p style="text-align: center;"><b>Determined</b></p> <p>Prepared to work hard and give your best.</p>
<p style="text-align: center;"><b>Supported</b></p> <p>To receive good advice at key times.</p>	<p style="text-align: center;"><b>Aspiring</b></p> <p>Wanting to improve and be better at what you do.</p>
<p style="text-align: center;"><b>Respected &amp; Included</b></p> <p>You feel valued, listened to and important in the school.</p>	<p style="text-align: center;"><b>Curious</b></p> <p>Open to new learning and experiences.</p>

## Bullying and Discrimination

John Paul Academy is a Christian community where gospel values of tolerance, kindness and understanding are key to all relationships in the school. Bullying and discrimination can occur in a variety of circumstances and take many forms; verbal abuse / name calling, exclusion/isolation from groups, spreading lies/rumours, text/social media abuse, physical abuse, racial, homophobic abuse. All forms of discrimination are taken very seriously in line with the The Equality Act legislation. The issues of bullying and discrimination are tackled through the PSHE programme.

The effects of bullying and discrimination can be very serious and staff are trained to look for signs of this in school. We encourage parents to look for signs at home which can include your child being more withdrawn, increased rate of illness/absence from school, truancy, emotional upset, change or isolation from usual social group. Please ensure that Pupil Support staff are contacted immediately if you have a concern.

Where incidents of bullying are found in school, these are dealt with by Pupil Support Staff / Year Head who will listen to any concerns from the young person or their parent carer. Each reported case will be investigated and positive steps are taken to resolve the situation ensuring that children are supported and protected. Pupil Support Teachers will monitor the situation and alert teaching staff to any issues. Parents/carers will be kept informed at all times.

## Parental Engagement & Family Learning

Parents and carers have always welcome at events throughout the school year including workshops, information evenings, class performances, award ceremonies, religious and other assemblies. From time to time we hold events to engage families in their child's learning and we would encourage you to engage in these, information will be communicated about such events via text/email/website and social media. However, this session due to Covid19 restrictions, we have been unable to hold many of our events in the school and we are endeavouring to offer more experiences to engage with parents remotely via our Learner Profiles and offering support in Digital Learning.

Strong communication links between home and school are known to help young people reach their fullest potential. We want to ensure that parents and carers are confident to address any concerns they may have about their child's education with Pupil Support staff and our Senior Leadership Team.

## Comments & Concerns

In John Paul Academy we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the relevant Head of Year in the first instance. Glasgow City Council complaints procedures are available at Glasgow City Council's website: [Complaints](#)

Customer Liaison Unit  
Education Services Glasgow  
City Council City Chambers  
East 40 John Street Glasgow  
G1 1JL  
Tel: 0141 287 5384  
email: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

# Privacy Statement and Data Protection / GDPR

## Important: Use of Information about Children and Parents/Carers

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the General Data Protection Regulations (2018). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act/GDPR and the Information Use and Privacy Policy approved by the City Council.

For further information please see the full privacy statement at Glasgow City Council's website [Privacy Policy](#)

## Religious Observance

Our school is fortunate to have close links with local parishes, in particular the Immaculate Conception parish here in Maryhill. We maintain close links with all our parishes and during the Liturgical year we are supported by our local priests in the celebration of Mass and prayer services. Our Principal Teacher of RE is Mr Paul Kiemey.



In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. *Parents/carers who wish to remove their child from religious ceremonies in our school should the Head Teacher in writing.*

To find out more, visit the Scottish Catholic Education Service website at the SCES website: [Religious observance in Catholic schools](#)





## Curriculum for Excellence 3-18

We aim to fully develop our young people as Successful Learners; Confident Individuals; Effective Contributors and Responsible Citizens through delivering these entitlements:

- a curriculum that is coherent from 3 to 18
- a broad general education (from early years to S3)
- a senior phase (S4-S6) where he or she can obtain qualifications
- opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
- personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
- support in moving into positive and sustained destinations beyond school.



## The Broad General Education (BGE)

Continuing their journey from primary school into secondary school, pupils will continue to follow the Broad General Education. In our school a well-developed range of courses, mapped to the key experiences and outcomes set out by Education Scotland, ensure that young people progress at a pace suited to their own needs. We offer opportunities for young people to personalise their curriculum/learning at the end of S1, S2 and S3. By the end of S3 most young people are then able to make confident decisions about the subjects they wish to progress with into the Senior Phase where they will go onto study for national qualifications.

The entitlement to a broad, general education means that our pupils continue to learn in all eight curricular areas until the end of S3.

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

## The Senior Phase

In S4, young people start their journey towards gaining qualifications. In our school we have a range of pathways which young people can follow to ensure that they gain qualifications which they will need for progression into further education or the world of work. Our curriculum offers pathways and qualifications from National 3 to Advanced Higher. We also offer alternative qualifications such as National Certificates and National Progression Awards. Examples of Curriculum Pathways and Personalisation/Option Choice forms can be found at the end of this handbook, along with a guide to the SCQF qualifications structure.



# Learning and Teaching

Outstanding Teaching and Learning is at the heart of what we value at John Paul Academy. We know that we have been successful if our young people are successful. Not only in academic terms, but also in terms of their actions and positive influence within their community and peer group. We believe in the creativity, innovation and professionalism of our staff and as such have the highest of expectations regarding the classroom experience for every young person. We have adopted a common planning framework across the school and have a specific focus on increasing the pace and challenge of learning across the Broad General Education S1-S3.

There are three main elements to our Learning and Teaching policy:

1. Expectations of quality in every classroom
2. How we evaluate our practice
3. How we support improvement in practice.

Outstanding lessons involve stretch and support. Within every class higher attaining pupils are stretched through extension, acceleration and enrichment. Pace and challenge can be built into differentiated success criteria. This sensitive match between activities, resources and ability should ensure that all young people leave the class with a sense of achievement. Learning is reflected upon and our young people are shown how skills can be transferred to future lessons and across the curriculum.

**At John Paul Academy**  
we strive for excellence in every classroom.

As a learner in John Paul Academy, this means:

- Effective Planning, Assessment and Evaluation**  
Every lesson will be planned to reflect what I already know and be specific to the next steps in my learning.  
Learning Intentions and Success Criteria will be shared with me and I will always know what I need to do to improve further.
- Purposeful Learning with High Levels of Challenge**  
I will always be stretched in my learning and offered any support that I may need.  
I will reflect on my learning often and make links across future lessons, the curriculum and the world of work.  
I will find my learning challenging and my learning will move at a pace that ensures I progress at a level that maximises my potential.
- Creative and Inclusive Teaching Approaches**  
My teacher will inspire me to engage fully in every lesson through their use of a variety of learning approaches.  
'Making Thinking Visible' routines will be evident across the school and will allow me to demonstrate greater understanding, become more engaged and independent as a learner.
- Skilled Questioning and Feedback**  
My teacher will always let me know what I have done well and why, and what to improve on and how.  
I will always have the opportunity to respond to any feedback given.  
My teacher will use questioning to challenge my learning and increase my understanding. I will always be given time to respond and my answer will always be valued.

**This is what we do.**

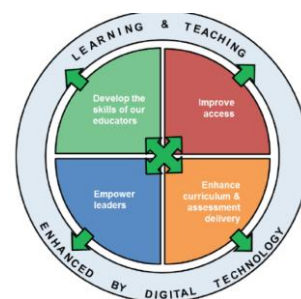


Assessment for learning principles are used to inform lesson planning, and the direction of each lesson or group of lessons, in order to meet the needs of our young people. This involves self, peer and teacher assessment and encourages an independent, reflective learner. Feedback enables our young people to know and understand what they have done well and why, and what to improve and how. Young people are aware of their current level of attainment and what they must do to improve in each subject.

Sharing our 'Learning Intentions' and 'Success Criteria' should develop knowledge, understanding, skills and values which meet the needs of the syllabus followed. In addition, they should be a vehicle for the longer term understanding and appreciation of life beyond school. This should reinforce and extend the learning of all students in the class. This is a key part of every lesson and should be clear from our planning documentation.

Strategies from Bloom's taxonomy may be used to promote curiosity, independence and confidence via a consistently effective approach to HOT questioning. For example questions may range from:

- Can you recall? (Remembering)
- How would you summarise? (Understanding)
- What facts would you select to show? (Applying)
- What evidence can you find to? (Analysing)
- Do you agree with the actions? (Evaluating)
- How would you justify/test? (Creating)



## Digital Learning

As part of Glasgow City Council's 'Connected Learning' programme, all pupils and staff now have an iPad for use in the classroom and at home. This has greatly enhanced learning and teaching across the school. All classes have a Microsoft Team which is used to store resources and communicate learning intentions, issue homework and keep young people on track with the learning in their classes.

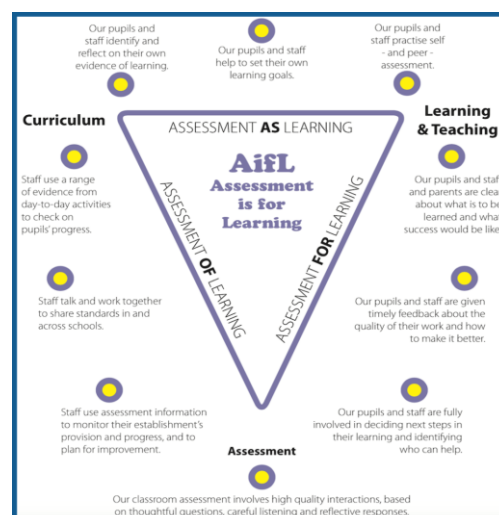
Digital Leaders of Learning (DLOLs) lead the development of our Digital Learning practice. All classes are expected to have a class Team via Microsoft Teams and the use of iPads is encouraged in all lessons.

Parent information/training sessions are offered throughout the term to help you understand how iPads can support your child in their learning.

## Assessment & Reporting

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Regular tracking reports are sent by the school to inform parents/carers of progress being made across the school. Learner Profiles are sent home from departments at regular intervals throughout the school year to inform parents/carers of progress being made in subject areas, and to allow learners and parents to review their learning.



Parent meeting dates and the schedule for issuing written reports is included in our Parents' Newsletter



and in our School Calendar. Covid19 restrictions prevent us from having Parent Meetings in school, however we are providing feedback on progress via Learner Profiles which are sent out regularly from departments.

If you have any concerns about your child's progress do not hesitate to contact their Pupil Support teacher at any time.

## Homework

Regular, effective homework is an important part of our school day. The amount of homework varies in length, nature and frequency depending on the subject. The amount of homework will increase as your child progresses through our school. Homework for all pupils is posted on their Class Teams and notifications are sent out via Satchel One.

Homework has many advantages:

- It reinforces work done in class
- It develops good study habits and a sense of personal discipline
- It develops areas of interest that can be followed up later in life
- It allows parents to see, help and become involved in their child's work



**Satchel One** is the app we use to inform learners and parents when homework is issued. All learners have the app on their iPad. Parents are encouraged download the app to their phones to check regularly. You should also check your child's class Team to see the homework being issued by teachers. Satchel One login details will be issued to all young people– please contact Mrs Lynch if you require these to be resent. We encourage our young people to use their iPads to complete homework activities on Teams.

**Homework Club:** There is a homework club which runs after school on Thursdays. Young people who struggle to concentrate on homework at home are encouraged to use this time to complete homework in school.

## Supported Study

Pupils can attend additional classes during lunchtimes, after school and during holiday periods. Large numbers of our staff give generously of their time in this area. Subjects on offer will depend on the staff available to deliver and may vary at different times of the year. A structured programme is organised after school before prelim and SQA exams and a Saturday School programme has also been offered during March to support pupils through assignments and exam revision. Pupils and parents/carers will be kept informed of any formal arrangements and dates will be published on the school website.

## Senior Mentor Programme

All S5 and S6 pupils have been linked with a member of our teaching staff to act as a mentor. Mentor groups are small (up to 8 pupils) and mentors will meet regularly with young people to listen to concerns and offer advice on how to reach their full potential.

## Pupil Profiles

At the end of S3 learners will have a profile which reflects their progress in learning and achievement and emphasise their strengths. The profile document is created by the young periods and details their key achievements in school, at home and in the community. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of our school.

## Parent Council

We have an active and supportive Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on request from our school office. Our Parent Council is chaired by Ms Senga Lawrie and Ms Maureen Neill, they can be contacted via our school office. Information on the Parent Council can also be found on our website in the Parent Zone. We would encourage parents and carers to consider joining our Parent Council, if you are interested in joining please contact the Head Teacher on [headteacher@johnpaulacademy.glasgow.sch.uk](mailto:headteacher@johnpaulacademy.glasgow.sch.uk).

## Pupil Leadership and Learning Council

Our Learning Council is made up of a group of pupils and teachers, who meet throughout the year. The S6 Pupil Leadership Team (pictured) is elected at the start of each session and along with representatives from all year groups they meet to gather the pupil voice and seek ways to improve learning and teaching and the wider life of the school for young people. From time to time surveys will be sent to pupils to gain their opinion and the Learning Council review these. Pupils receive feedback on what they have told us and how we are going to respond to their thoughts and views.



# Celebrating Success and Achievement

We are proud of the wide range of achievements of our young people and we have a range of ways to celebrate these. At our year group assemblies we recognise achievements.

Learners in S1-3 are nominated for Pupil of the Month by their teachers and awards ceremonies are held at the end of each term. Our senior pupils who consistently meet high standards are recognised at the end of term with certificates. There is a senior awards ceremony in the autumn to recognise successes from the previous session, both academic and other achievements, parents/carers are invited to attend. Praise postcards are used in departments and praise referral letters are sent after Tracking to recognise learners who are working hard and doing well.

Special tannoy announcements may be used in school where individuals or groups have achieved success. We communicate and celebrate success through our website, social media and in our school newspaper – The JPA Journal.



# School Improvement

On an annual basis, our Standards and Quality report is produced. Copies are available from the School Office on request and are posted on our website. Our Standards and Quality report is used to share the overall exam performance of our school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan, which is discussed with our Parent Council. Any parent or carer seeking a copy of our School Improvement Plan can contact our school office.

Our key School Improvement Plan priorities for this session are;

- 1: **Learning, Teaching & Assessment:** Improving challenge, expectation and planning at all levels
- 2: **Learning, Teaching & Assessment:** Assessment & Raising attainment
- 3: **Meeting Learners' Needs:** Nurture, Health and Wellbeing and the Pivotal Approach
- 4: **Leadership of Learning:** Collaborative Professionalism
- 5: **Digital Literacy:** Improving the use of Technology in learning and Teaching
6. **Family Learning:** Improving parental involvement in young people's learning

## Attainment

SQA Examinations are undertaken in April/June each year. Our key performance data for the most recent session 2021-22 are shown below (**note, this data is before adjustments/reviews**), along with data from the previous academic session for comparison.

Our key performance data for session 2021-22 and 2020-21 are shown below.

### 2021-22 (pre-Appeal)

#### **S5: Higher / Level 6 (A-D)**

- 62% of our S5 and pupils achieved at least one SCQF Level 6 / Higher
- 30% of our S5 and pupils achieved at least three awards at SCQF Level 6 / Higher
- 8% of our S5 and pupils achieved at least five awards at SCQF Level 6 / Higher

#### **S4: National 5 / Level 5 (A-D)**

- 84% of our S4 pupils achieved at least one SCQF Level 5 / N5
- 64% of our S4 pupils achieved at least three awards at SCQF Level 5 / N5
- 43% of our S4 pupils achieved at least five awards at SCQF Level 5 / N5

### 2020-21

#### **S5: Higher / Level 6 (A-D)**

- 64% of our S5 and pupils achieved at least one SCQF Level 6 / Higher
- 41% of our S5 and pupils achieved at least three awards at SCQF Level 6 / Higher
- 17% of our S5 and pupils achieved at least five awards at SCQF Level 6 / Higher

#### **S4: National 5 / Level 5 (A-D)**

- 83% of our S4 pupils achieved at least one SCQF Level 5 / N5
- 65% of our S4 pupils achieved at least three awards at SCQF Level 5 / N5
- 39% of our S4 pupils achieved at least five awards at SCQF Level 5 / N5



## Positive Destinations/Developing the Young Workforce

By the point of exit from our school over 95% of our pupils achieve a positive destination. This includes further education, higher education, apprenticeship or employment. We continue to strive for 100% positive destinations.

The DYW strategy in our school is well developed and our programmes offer a range of opportunities for young people. Mr Dougall is the PT responsible for the Developing the Young Workforce programme in our school. We work with Skills Development Scotland, Focus West and local colleges and universities to ensure that all our young people are able to access programmes to support them to taking the best pathway for their post-school journey.

There are a range of widening access to university programmes – with the Reach and Access to Careers programmes with Glasgow University and a student mentoring programme with Strathclyde University. Into University also work with groups of students from S1 -4 to support and mentor them in considering higher education courses after completing school.

Young people are encouraged to think about the skills they are developing in their learning and their relevance to the world of work. Within the senior phase there is a focus on Skills for Work and all young people have the opportunity to build a Personal Statement and a CV. Seminars and workshops are organized for young people to get the opportunity to explore a range of potential career options.

We have a full time Careers Advice service in the school with 2 Careers Advisors who are on hand to offer support and advice to young people in making plans for life after school.

## Business and Charitable Partnerships

We have official business partnerships with the Scottish Government and First Bus to support our young people in offering mentoring and support as well as a wide range of work experience opportunities.

We work in partnership with First Steps Future Training, the Rangers Foundation and a range of local colleges and training centres to allow us to provide a rich curriculum and opportunities for all our young people to gain experience outside the classroom.

Some of our young people have been able to take up employment opportunities with our partners after successful work experience placements. In addition, curricular areas have links with businesses relevant to their subject areas.

We support Sciaf and Spirit Aid charities – undertaking fundraising activities and collections for their appeals.



# Appendix

Curriculum Information  
Personalisation and Choice Options forms  
The SCQF Framework  
Glossary of Terms



STUDENT NAME: ..... CLASS: .....

NOTES FOR STUDENTS & PARENTS:

- Students will continue to follow a Broad General Education (BGE) in S2 consisting of: (period allocation in brackets)
  - LANGUAGES                      English (5), Spanish (3), French (1)
  - STEM SUBJECTS                Mathematics (4), Science (3)
  - SOCIAL SCIENCES              Social Sciences (3)
  - TECHNOLOGIES                Two from:            Business IT, Computing, Technical (2 x 2 periods)
  - EXPRESSIVE ARTS              Two from:            Art, Drama, Music (2 x 2 periods)
  - HEALTH & WELLBEING        P.E. (2), Home Economics (1), PSE (1)
  - RELIGIOUS EDUCATION        R.E. (2)
  
- Subject Choice:
  - Students will complete coverage of 'Experiences' and secure 'Outcomes' at CfE Level 3 within the 'Technologies' and 'Expressive Arts' curriculum areas in S1.
    - In S2, students will specialise in 2 out of the 3 subjects in each of these curriculum areas.
    - They will study each subject choice for 2 periods per week throughout S2
  - French has been introduced (in addition to Spanish) to demonstrate our commitment to the Scottish Government's "1+2" policy which aims to provide opportunities for more young people to study two languages in addition to English.

**COMPLETE FORM BY INSERTING CHOICES BELOW**

*(NB: every effort will be made to provide students' 'preferred choices'. However, on occasion, this may not be possible due to available capacity in each subject)*

S2 CORE CURRICULUM	TECHNOLOGIES CHOOSE 2	EXPRESSIVE ARTS CHOOSE 2
English (5) Mathematics (4) Social Sciences (3) Science (3) Spanish (3) French (1) Home Economics (1) P.E. (2), R.E. (2), PSE (1)	Business and IT  Computing  Technical	Art  Dance  Music
COURSE CHOICE 1		
COURSE CHOICE 2		
PARENT / CARER <i>(signature)</i>		DATE:
PASTORAL CARE / DHT <i>(signature)</i>		DATE:

PUPIL NAME: ..... CLASS .....

NOTES:

- S3 (BGE): Pupils will study 8 or 9\* curriculum subjects English, Mathematics, Spanish + [5 or 6\* x Choice]
- PE PATHWAY: Students who MAY wish to study National PE (SQA) in S4, MUST select 'National PE' in the PE Pathway column below. Students will have the opportunity to study an additional National level qualification if they select National PE in the PE Pathway column.

COMPULSORY (Periods)	P.E. PATHWAY (3)	CHOICE 1 Science (3)	CHOICE 2 Technology (3)	CHOICE 3 Social Subject (3)	CHOICE 4 Expressive (3)	CHOICE 5 Personal Choice (3)
English (4) Mathematics (5) Spanish (3) Religious Education (2) PSE (1)	Core P.E. National P.E.	Biology Chemistry Physics Science	Administration & IT Computing Design & Manuf Graphic Comm Hospitality	Business Management Travel and Tourism History <u>Media</u> Modern Studies	Art & Design Art & Design with Photography Music Music Tech Dance	Business Management Chemistry Computing Design & Manuf Modern Studies Music
FIRST CHOICE						
SECOND CHOICE						

PASTORAL CARE TEACHER: .....

DATE:

PARENT SIGNATURE: .....

DATE:

**S3-4 OPTIONS**

PUPIL NAME: ..... CLASS: .....

NOTES:

- S3-S4 Progression:                      Students must pick S4 subjects from their current S3 subjects - PICKING A NEW SUBJECT WILL REQUIRE PERMISSION
  
- PE Pathway:                                National P.E. only available in PE Pathway Column to students who have studied National PE in S3

COMPULSORY (Periods)	P.E. PATHWAY (3)	CHOICE 1 (4)	CHOICE 2 (4)	CHOICE 3 (4)	CHOICE 4 (4)	CHOICE 5 (4)
English (4) Mathematics (4) Religious Education (2)	Core P.E.  National P.E.	Biology  Chemistry  Physics  Science	Administration & IT  Computing  Design & Manuf  Graphic Comm  Hospitality  Spanish	Business Management  Travel & Tourism  History  Modern Studies	Art & Design  Drama  Music  Music Tech  Spanish   <i>College Options: Select a subject from this column until college place is confirmed</i>	Business Management  Chemistry  Computing  Design & Manuf  Modern Studies  Media  Music
FIRST CHOICE						
SECOND CHOICE						

PASTORAL CARE TEACHER: .....

DATE:

PARENT SIGNATURE: .....

DATE:

**JOHN PAUL ACADEMY  
S5/6 OPTION FORM - 2022/23**

**NAME:**

**CLASS:**

**ALL STUDENTS MUST SELECT A CHOICE IN EVERY COLUMN (A-F) - TICK BOX NEXT TO SUBJECT CHOICE**

LEVEL	A	✓	B	✓	C	✓	D	✓	E	✓	F - WIDER CERTIFICATION	✓
<b>LEVEL 7</b>	Art & Design Adv H		English Adv H						Music Adv H		Printing	
									PE Adv H		Mental Health and Well Being	
											Cake Bake	
<b>LEVEL 6</b>	Art & Design H		English or ESOL H		Administration & IT H		Art & Design H		Administration & IT H		Games Development	
	Modern Studies H		Biology H		Business Management H		Computing Science H		Business Management H		Duke of Edinburgh	
	History H		Media H		Computing Science H		Spanish H		Chemistry H		SFA: Laws of the Game	
	Mathematics H		Physical Education H		Design & Manufacture H		English H		Graphic Communication H		Exercise & Fitness	
	Accounting H		Physics H		Mathematics H		Music H		History H		JPA Journal	
	Dance H		Health & Food Technology H		Spanish H		Music Tech H		Modern Studies H		Music for Wellbeing	
	Dance Leadership		Sports Leadership		French H		Photography H		Music H		Outdoor Education	
	Musical Theatre NPA						Politics H		Physical Education H		Cycle Mechanics Level 4	
							Exercise and Fitness NPA					
<b>LEVEL 5</b>	Art & Design N5		Practical Electronics NPA		Practical Woodwork N5		Art & Design N5		Business with IT NPA			
	Fashion & Textiles N5		Lab Skills & STEM Leaders NPA		Business with IT NPA		Music Tech N5		Graphic Communication N5			
	History N5		Media N5		Computing Science N5		English N5		Modern Studies N5			
	Practical Cake Craft N5		Physical Education N5		Design & Manufacture N5		Computing Science N5		Music N5			
	Travel and Tourism N5/SfW		Hair and Beauty NPA		Hospitality SfW NPA		Exercise and Fitness NPA		Physical Education N5			
	Modern Studies N5		Sports Leadership		Mathematics N5		Animation NPA		Lab Skills & STEM Leaders NPA			
	Maths N5				Applications of Maths N5				Practical Woodwork N5			
	Applications of Mathematics N5		<b>COLLEGE OPTIONS PATHWAYS</b>		Computer Games Design NPA							
	Dance N5											
	Personal Finance N5											
Dance Leadership												

**PARENT SIGNATURE**  
**PUPIL SUPPORT SIGNATURE**  
**PUPIL SIGNATURE**

**POST SCHOOL DESTINATION**  
**COLLEGE / UNIVERSITY /**  
**APPRENTICESHIP / EMPLOYMENT**  
**/ OTHER .....**




# THE SCOTTISH CREDIT QUALIFICATIONS FRAMEWORK (SCQF)

The SCQF Framework shows the levels of qualifications from school to university level. In school learners achieve qualifications from the SQA suite of qualifications shown below. Some learners also have the opportunity work in partnership with colleges working towards other qualifications such as City & Guilds and Foundation Apprenticeships.

**THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK**

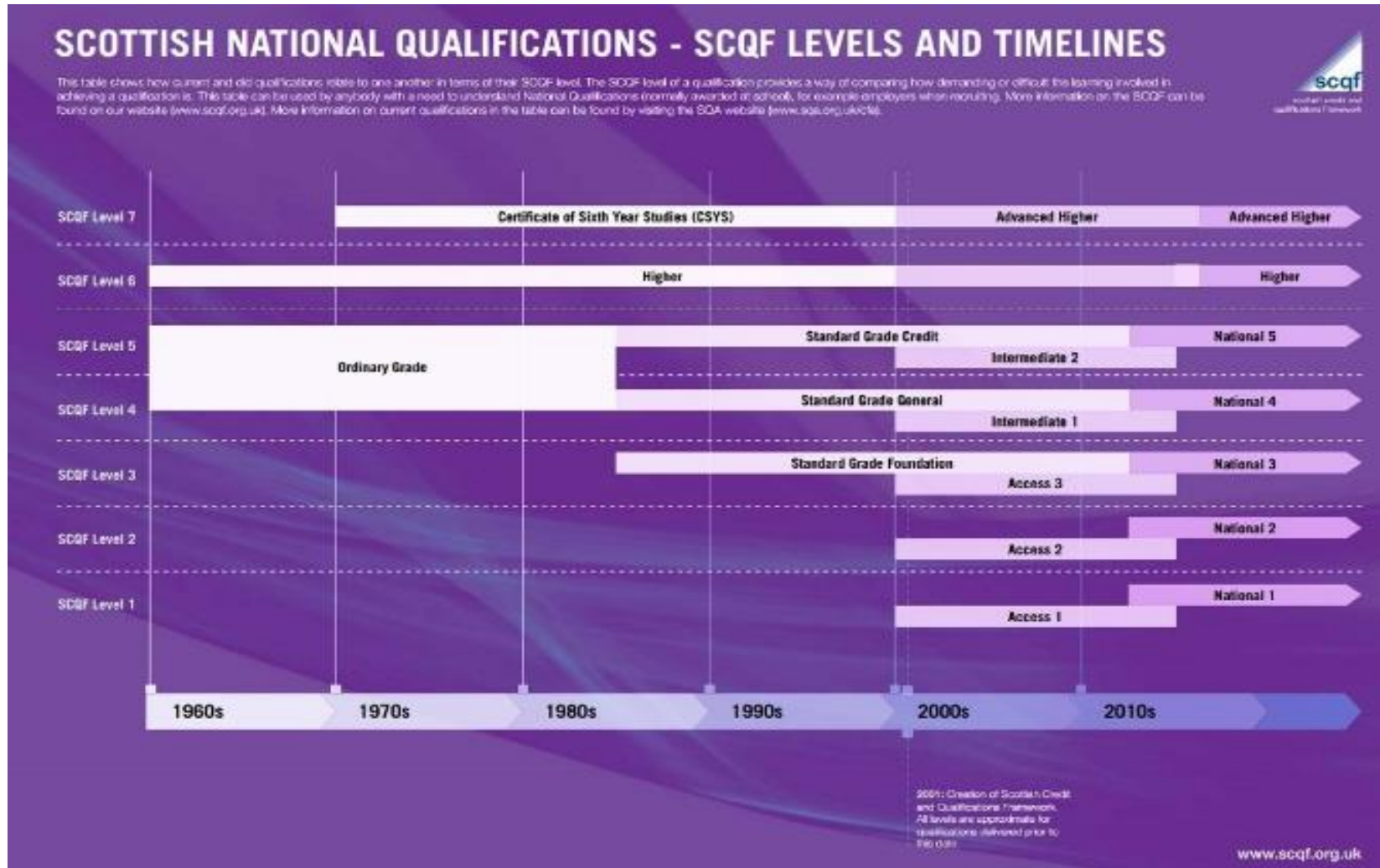
This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

# QUALIFICATIONS TIMELINE

Understanding the new qualifications can be confusing. Using the information on the following pages will help parents to understand the new qualifications frameworks/levels and how they articulate to previous qualifications (Ordinary, Standard and Intermediate Grades) and when old qualifications were phased out as new qualifications were introduced.





# GLOSSARY

<b>Achievement</b>	Achievement of a level of study in the BGE.
<b>Assessment</b>	Can be formative (teacher judgement through a range of strategies), or summative through a formal test at the end of a topic/unit/course/year.
<b>Attainment</b>	Attainment of a qualification – eg National 5, Higher.
<b>Broad General Education</b>	The national curriculum from nursery to the end of S3.
<b>Curriculum</b>	The national curriculum is set out from age 3-18 by the Scottish Government.
<b>Curriculum for Excellence</b>	The principles underpinning our curriculum which as 4 principles; Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens.
<b>Levels</b>	The Curriculum starts at 'Early' level in nursery/P1 and progresses to level 7 within the secondary school.
<b>National Qualifications</b>	National Qualifications (NQs) are offered from levels N3-Advanced Higher.
<b>Positive Destination</b>	Learners are supported to achieve a positive destination after school, either to college/university/employment/apprenticeships or training programmes.
<b>PSHE</b>	Personal Social and Health Education. This programme is delivered by Pupil Support Teachers.
<b>Qualifications</b>	Qualifications are awarded by the Scottish Qualifications Authority (SQA), these are undertaken in school either through continuous assessment or by final examination/question paper.
<b>SIMD</b>	Scottish Index of Multiple Deprivations.
<b>Wellbeing</b>	All pupils are supported under wellbeing and nurture principles these are; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included.