

Welcome to Clydeview Academy



Inspiring Learners, Creating Success

**Information for
Primary 7 Parents**

5th September 2018

CLYDEVIEW ACADEMY PUPIL SUPPORT TEAM

The Pupil Support Team works co-operatively to ensure that each and every pupil feels safe and secure within the school environment and that the needs of each young person – learning, social and emotional – are met sensitively and effectively. In this way, the team plays its part in promoting success and confidence of learners and helps to create the responsible citizens and effective contributors that Scotland requires in the 21st century. Getting it right for every child in Clydeview Academy is our aim.

Individual staff in the Guidance Team aim to create an environment in which every pupil on their caseload is known in depth. The progress and development of each pupil is monitored to ensure that he or she realises their potential. To assist this process, it is the policy of the Pupil Support Team to build strong links between home and school. The team approach adopted by members of the Guidance Team and the Additional Support Needs Department ensures that the needs of every young person are met.

The Principal Teacher of Pupil Support - ASN and her staff work collaboratively to ensure that each pupil is educated in a manner appropriate to his or her individual needs, learning styles and abilities. Parents should feel confident in contacting the school should any issues arise concerning their youngsters. In turn, members of the Guidance team are committed to engage with parents at the first sign of any concerns relating to their child. By these means, the effective partnership between home and school is fostered and maintained.

CLYDEVIEW ACADEMY PUPIL SUPPORT TEAM

Mr Ross McFadzean, Depute Head Teacher with responsibility for S1

Ms Val Forsyth, Depute Head Teacher with responsibility for Pupil Support

GUIDANCE TEAM & REMITS

Mrs Kerry Blance	A Group
Mr Ronnie McDonald	B Group
Mrs Debbie Connell/Mr Mark Lamont	C Group
Mr Jim Stinson/Mr Ewan Campbell	D Group
Mrs Michelle Bowman	E Group
One of the Guidance Team	F Group

PUPIL SUPPORT - ASN

Ms Carol Deveney	Principal Teacher of ASN
Ms Laura McCallum	Teacher ASN

Curriculum Assessment (Curriculum for Excellence)

A new curriculum framework for all Scottish educational establishments 3 - 18, called Curriculum for Excellence, will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them.

The aims of Curriculum for Excellence are that every child and young person should:

Know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen;

Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world. The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

Early Level	The pre-school years and Primary 1 or later for some
First level	To the end of Primary 4, but earlier for some
Second level	To the end of Primary 7, but earlier for some
Third and Fourth	Secondary 1 to Secondary 3, but earlier for some
Senior phase	Secondary 4 to Secondary 6 and college or other means of study.

Progression from Primary

Our aim is to ensure that the courses we offer pupils coming to us from Primary 7 integrate with, and progress from, the courses that they have been following in primary school. Much has been achieved in integrating our practice with primary school.

First and Second Years (S1 and S2) Courses Available:

All pupils in S1 and S2 follow a common course of subjects.

These subjects are English, Mathematics, History, Geography, Modern Studies, French, Science, Art, Information Technology, Technical Subjects, Music, Religious Education., Home Economics, Physical Education and Social Education.

Organisation of classes:

Incoming pupils from the different primary schools are mixed together in their new classes. This is to ensure that they do mix! We also wish to arrange a good balance in the class to which they are allocated. Parents should contact the school as soon as possible if they have particular concerns, as it may not be possible to make changes after the end of May.

Balance of Classes:

Pupils are grouped in such a way that all classes have the full range of attainment within them. Mixed attainment classes have the advantage that all pupils benefit socially; research has **not** proved that this way of organising classes leads to poorer levels of attainment for the most able, as some people argue. Such classes, however, do require suitable teaching methods and organisation.

Teaching Methods and Organisation:

Teachers know that pupils work at different paces, and at different levels. In all classes, teachers provide work to support those having difficulty and to extend able pupils. Assessment and National Assessments: Assessment takes place continuously throughout courses.

Additional support needs

Nearly all pupils require support for learning at some point during their school career: this might be long-term or short-term. For instance, a pupil might have a specific difficulty in learning in all subjects or may have a temporary difficulty because of missed work through illness. Ms Deveney, our Additional Support Needs specialist (ASN), gives advice to teachers regarding pupils requiring support and, where necessary, refers pupils to support services out with the school. She and her staff also work with pupils in class and on an individual basis. Some pupils have severe or complex difficulties requiring extra support and very careful monitoring. In these circumstances we always involve the school's Educational Psychologist; additionally we seek advice and support from external services such as the special needs support network, with whom we keep in close contact.

Transitions

Transitions are important in all of our lives, no matter what our age. The transitions between the major stages in education are among the most significant of all transitions.

It is important that at times of transition that the pastoral support that a pupil has had in primary school is continued. It is also important that information relating to them as a learner is transferred efficiently to their new school to ensure that their progress made in primary school is recognised and built upon in secondary school.

Supporting children through transitions is vital to their health and development. Times of transition and change mark important beginnings and endings and can generate a variety of feelings.

The transition process in Inverclyde can be broken into **3 main stages**.

Parents and carers should note that entitlement to transfer to a secondary school is as stated in the **Policy on Admission and Pupil Placement in Mainstream Schools (November 2009)**. Participation in transition activities with a particular school is not an indicator of success for a placing request.

1. **A general programme** which informs pupils about secondary school and how the curriculum is organised - this will take place during the early part of P7.
2. **An induction programme.** This will take place after decision regarding placing requests have been made and will involve pupils visiting the secondary school they will be attending and becoming familiar with staff and other new pupils prior to their move in August. **May – June.**
3. **Transfer of information.** All relevant documentation will be transferred to the pupil's secondary school giving a picture of the pupil as an individual. **May P7 – June S1**

The desirable outcomes of the transition process for the children and their families are that

- Parents are aware of the personnel involved and how to contact them.
- That the children have experienced a move from primary school to secondary school which has supported their sense of well-being and confidence
- All relevant and useful information is passed from one school to another

SCHOOL HOURS

Monday/Tuesday

Registration	8.50am - 9.00am
Period 1	9.00am - 9.50am
Period 2	9.50am - 10.40am
Break 15 minutes	
Period 3	10.55am - 11.45am
Period 4	11.45am - 12.35pm
Lunch 40 minutes	
Period 5	1.15pm - 2.05pm
Period 6	2.05pm - 2.55pm
Period 7	2.55pm - 3.45pm

Wednesday/Thursday/Friday

Registration	8.50am - 9.00am
Period 1	9.00am - 9.50am
Period 2	9.50am - 10.40am
Break 15 minutes	
Period 3	10.55am - 11.45am
Period 4	11.45am - 12.35pm
Lunch 40 minutes	
Period 5	1.15pm - 2.05pm
Period 6	2.05pm - 2.55pm

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*At Clydeview Academy we uphold our School
Values*

Respect Equality Success Friendship

by

- 1. Working and learning to the best of our ability**
- 2. Arriving prepared, on time for class and placing our learning diary on the desk**
- 3. Removing outdoor clothing and displaying our uniform with pride**
- 4. Switching off and removing from sight phones, headphones and electronic devices during class time**
- 5. Eating and drinking (except water) only in the social areas and placing all of our litter immediately in the bins**
- 6. Cooperating fully with all members of staff**