



Forres Academy

Handbook 2020 – 2021



**EDUCATION, COMMUNITIES &
ORGANISATIONAL DEVELOPMENT**

Ambitious to Achieve Excellence *Together*

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Dear Parent/Carer

Welcome to Forres Academy

On behalf of all pupils and staff, I am delighted to welcome you to Forres Academy. We hope this handbook will be useful as it has been prepared with you in mind. We also hope it will answer many of the questions which you may have when your son/daughter moves to a new school. However it is never the intention that this handbook should replace the personal contact which we believe is crucial for any prospective new pupil and their parents/carers.

We all appreciate that moving to a new school can be a daunting process, not only for pupils, but also for their parents and this is particularly so when moving to a school as large and vibrant as Forres Academy. However, at all times we aspire to work in close partnership with our parents to ensure their sons and daughters are settling well into the school and to ensure that any concerns are being appropriately addressed. We aim to establish open, trusting and rewarding relationships between pupils, parents and ourselves.

We hope you will find Forres Academy a happy, safe and welcoming school where your child will have every opportunity to develop skills and acquire knowledge which will serve them well in the future as well as paying due care and attention to their welfare and development. We set high expectations of our pupils in terms of achievement, attitude, effort and behaviour. If we are successful in our aims then our pupils will achieve at the very highest standards of which they are capable.

We are certainly delighted that your child will be joining our school community and we look forward to welcoming them. Further information can be accessed on our website at <https://blogs.glowscotland.org.uk/my/forresacademy> and you can also access minutes of Parent Council meetings there too. We are fortunate to have an active and supportive parent body but the Parent Council are always looking for more parents who wish to be involved in the life and work of the school. Our website also has links to the official school Twitter and Facebook pages where you are kept up to date with achievements and events in Forres Academy. We also have a school app that can be downloaded, more information on this is contained in the handbook.

We wish your child a happy and successful time at Forres Academy.

Yours sincerely



Jan Sinclair
Head Teacher

ASPIRE TO INSPIRE

The Vision for Forres Academy



ASPIRE TO INSPIRE

Forres Academy is a six year non-denominational secondary school serving the town of Forres and its extensive rural catchment area in west Moray. This includes the villages of Alves, Dallas, Dyke, Logie, Kinloss (including children of Army personnel) and Findhorn (including the nearby Findhorn Community). A small number of pupils also transfer to the Academy from the local Drumduan. The school roll is approximately 770. This varied catchment provides the school with a vibrant and unique atmosphere.

Forres Academy is a Rights Respecting committed school. This is based on the United Nations Convention on the Rights of the Child.

Our school has three main expectations of being Ready, Respectful and Safe.

Forres Academy is a community where everyone is valued, respected, encouraged and inspired.

VALUES

- ~ Ambitious ~ Caring
- ~ Respectful ~ Confident
- ~ Resilient



Who's who in Forres Academy

The Senior Leadership Team

The Senior Leadership Team have day-to-day responsibility for running the school. They are;

Mrs Jan Sinclair	Head Teacher
Mr Mike Burchell	Depute Head Teacher
Mrs Sandra McCulloch	Depute Head Teacher
Mrs Cath Reilly	Depute Head Teacher

Pupil Guidance/Named Person

As part of the national **Getting It Right For Every Child** (GIRFEC) approach, children and young people from birth to 18, or beyond if still in school, and their parents will have access to a **Named Person** to help them get the support they need. In secondary schools the **Named Person** will usually be a Principal Guidance Teacher and will remain the same contact throughout their time at school. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required.

The **GIRFEC** approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

Although Guidance Teachers are not responsible for discipline, other staff are quick to contact them in the event of any pupil having difficulties with work or behaviour so that they can be offered help and advice at an early stage. In return the pupil knows that they should contact their Guidance Teacher on any point of concern.

As the Guidance Teacher is the Named Person in the school who has the closest knowledge of and the greatest responsibility for your child, **they should be your first point of contact with us**. The best way to make contact is by phoning 01309 672271 or by leaving a message on the school's answering service: 0870 054 9999, pin no - 031030. Alternatively you can send a letter or e-mail the school on admin.forresacad@moray-edunet.gov.uk marked for the attention of the particular Guidance Teacher Contact with parents is, of course, actively encouraged and the communication is two-way. Guidance Teachers will often contact parents directly to clarify an issue. Please note that Guidance Teachers have a teaching commitment and will not always be able to return calls the same day. If you feel the situation is urgent please inform the office of this.

The Guidance/Named Person Team

Mrs Slater\Ms Williams	- Guidance Group	Altyre
Mrs Shepherd	- Guidance Group	Culbin
Ms Stevenson	- Guidance Group	Darnaway
Mrs Green	- Guidance Group	Edinkillie



Departments

<p>Art Ms Cole (PT) Mr Fleming Mrs N Williams</p> <p>Business Studies Mrs Robinson (PT) Ms Power</p> <p>Computing Mr Drawbell (PT) Mr MacDonald</p> <p>Design & Technology Mr Slater (PT) Mr Daley Mr Brown</p> <p>Drama Ms Auld (PT) Mrs Boyd</p> <p>English/RME Ms King (PT) Miss Ross Mrs Hind Mrs Daley Miss Brown</p> <p>Mrs Hamilton Miss Moffat</p> <p>Home Economics Mrs Rossiter (PT)</p> <p>Mathematics Mr Riddoch (PT) Miss Dunphy Miss Hunter Ms McIntosh Mrs Thompson Mr Hardwick</p> <p>Modern Languages Miss Harris (PT) Mrs Stewart (PT) Ms MacFarlane Ms Ackermann</p>	<p>Music Mrs Lestienne (PT) Mrs S Williams (Maternity Leave) Mr Wilson</p> <p>Physical Education Mr Fraser (PT) Miss Henderson Miss Deans Miss Currie</p> <p>Sciences Dr Shand (PT) Mrs Barrere Miss Oag Miss McCormick Mr Thornton</p> <p>Social Subjects (History/Modern Studies/Geography) Mr Robertson (Acting PT) Mr Pott Miss Bales Miss Simpson Mr Horton Miss MacLean</p> <p>Support for Learning Mrs Carrott (PT) Mrs Stephen (PT) Mrs M Williams Mrs Mitchell Mrs Finlayson</p> <p>Support Staff Ms Black Mrs Duggie Mrs MacDonald Mrs Munro Mrs Priestly Mrs Pugh Mrs Thomson Mrs Yorkshades Mrs Doyle Mrs Bayliss Ms Gadalla Miss Henderson Mrs Owen</p>	<p>The HUB Miss Swinglehurst (HSLW) Mrs Murdoch (HSLW)</p> <p>Inclusion Support Co-ordinator Mr McCook</p> <p>Locality Wellbeing Officer Mrs Reid</p> <p>Health & Wellbeing Co-ordinator Mrs Rossiter</p> <p>Janitors Mr Simpson Mr Sutherland</p> <p>Technicians Mrs Wright (Supervisory Technician) Mrs Garner Mr Milne Mrs Sutherland</p> <p>Administration Mrs Hindle Mrs McRae Mrs Burge Mrs Hetherington Mrs Allan</p> <p>Library Mrs Munn</p>
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The School Day

All teaching periods are 50 minutes. 'Hurry Bells' ring at 8.40 am and 1.55 pm to ensure all pupils are on time for their period 1 class in the morning and period 6 class in the afternoon.

The school periods are as follows;

Period Time	Day 1	Day 2	Day 3	Day 4	Day 5
08:45-09:35	1	1	1	1	1
09:35-10:25	2	2	2	2	2
10:25-10:40	Interval	Interval	Interval	Interval	Interval
10:40-11:30	3	3	3	3	3
11:30-12:20	4	4	4	4	4
12:20-13:10	5	5	5	5	5
13:10-14:00	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch
14:00-14:50	6	6	6	6	
14:50-15:40	7	7	7	7	

School Term Dates

Term Begins	Tuesday 18 August 2020
Term Ends	Friday 9 October 2020
Term Begins	Monday 26 October 2020
Term Ends	Friday 18 December 2020
Term Begins	Tuesday 05 January 2021
Term Ends	Friday 26 March 2021
Term Begins	Monday 12 April 2021
Term Ends	Friday 2 July 2021

Mid Term, In-Service and Other Closures

In-Service Closures	Monday 17 August 2020 Monday 16 November 2020 Tuesday 17 November 2020
Mid Term Holiday	Friday 05 February 2021 Monday 8 February 2021
May Day Holiday	Monday 03 May 2021
In-Service Closures	Thursday 13 May 2021 Friday 14 May 2021

Plus one occasional day holiday to be agreed by 30th March 2020.

The particulars are correct at the time of going to press.

School holiday dates are available on the internet www.moray.gov.uk

Contacting Forres Academy

Address: Burdsyard Road
FORRES
Moray
IV36 1FG

Telephone: (01309) 672271

Email: admin.forresacad@moray-edunet.gov.uk

Website: <https://blogs.glowscotland.org.uk/my/forresacademy>

Twitter: <https://twitter.com/forresacademy1>

Facebook: ForresAcademy, Moray

School App: Downloaded for both Apple and Android devices – School App for Parents and enter Forres Academy

Automatic Answering Service: 0870 054 9999 pin No: 031030

The school office is a very busy place and the switchboard is open from 8.00 am until 5.00 pm Monday-Thursday and 8.00am-3.00pm Friday. When you call the school, please ensure you know exactly, where possible, who it is you wish to speak to. As the Guidance Teacher is the person in the school who has the closest knowledge of and the greatest responsibility for your child, they should be your first point of contact with us.

The best way to make contact is by phoning 01309 672271 or by leaving a message on the school's answering service: 0870 054 9999, pin no – 031030. Calls to this number will be charged a 2p per minute service charge plus your call providers access charge. Alternatively you can send a letter or e-mail the school on admin.forresacad@moray-edunet.gov.uk marked for the attention of the particular Guidance Teacher. If your child is going to be absent on the day of your telephone call, this message can be left with Reception Staff who will deal with this information. Reception is open at 8.00 am.

Contact with parents is, of course, actively encouraged and the communication is two-way. Teachers will often contact parents directly to clarify an issue. Please note that Guidance Teachers have a teaching commitment and will not always be able to return calls the same day. If you feel the situation is urgent please inform the office of this.

Automatic Answering Service

In common with all other Moray schools, we have had an automatic answering service installed. By dialling a given number, available 24 hours a day, parents will have access to the following:

- a) School open or closed information. eg. in the event of bad weather parents can ring in for updated information.
- b) General school information
- c) The ability to leave a non urgent message : this facility is used for pupil attendance.
- d) A simple keypad operated menu system helps you through the options.

This facility does not prevent you from writing to us, phoning us on the normal school line or calling in to see us. However at times you may find it useful - as already stated, it is available 24 hours a day.

The Procedure

- a) The number to ring is 0870 054 9999.
- b) You will then be prompted to key in a PIN number - it is 031030.
- c) You will then be taken through the Forres Academy menu.

Press 1 - to hear severe weather information

Press 2 - to leave a non urgent message

Press 3 - to hear general school information

Press 4 - to enter a different school PIN (e.g. children at two schools)

Press # - to end call.

Please note that this is NOT a freephone service ie. you are paying for calls. As this is an 0870 service, charges are slightly higher than normal. Your messages will be forwarded by administration staff at certain times of the day, the first being between 8 and 8.30 am. The system therefore only suits non urgent messages. If your call is urgent use the normal school number 672271.

Enrolment and Induction

If you wish to enrol your child into Forres Academy, you will need to contact Mrs Cath Reilly, Depute Head Teacher who is responsible for all pupil enrolments. She will arrange to meet with you, organise a tour of the school and will make all necessary arrangements.

If you have a concern

As a school, we provide many different services to many different people. If you wish to raise a concern with regard to any aspect of your son/daughter's education, then your first point of contact will usually be his/her Guidance Teacher and/or House Head. The four House teams will work hard to ensure that your concern is dealt with appropriately. However you may feel after contact with the House Team that you wish your concern to be investigated further and should therefore contact the Head Teacher. Please be aware that Guidance teachers and the Senior Management in school have teaching commitments and regular planned meetings and therefore if the situation is an emergency this must be stated when you make contact with the school.

More information on the Local Authority Complaints policy can be accessed through the list shown in Appendix A.

School House System

All pupils in Forres Academy are part of a “House”. They will join this House at the start of S1 and will remain in this House until they leave the Academy. Each House is looked after by a Guidance Teacher and a House Head. A considerable emphasis is placed on ensuring that new first year pupils settle in quickly and successfully to their new environment. The first point of contact for pupils is their Guidance Teacher. Their Guidance Teacher will also work with the pupils in their Personal and Social Education classes from S1 to S6.

HOUSE	GUIDANCE TEACHER	HOUSE HEAD
Altyre	Mrs Slater\Mr Williams	Mrs McCulloch
Culbin	Mrs Shepherd	Mr Burchell
Darnaway	Ms Stevenson	Mr Burchell
Edinkillie	Mrs Green	Mrs Reilly

Transitions

Transition from Primary School to Forres Academy

Consultation between all the primary schools in the Forres catchment area and Forres Academy take place during the pupil’s Primary 7 year. Meetings take place regularly between the Depute Head Teacher in charge of Transitions and primary school staff.

Forres Academy staff will also meet with the parents of some pupils who have specific learning or teaching needs if it is deemed necessary by the primary school. In exceptional circumstances these Transition Review Meetings can start as early as Primary 6 but are more usual during Primary 7 and decisions about Extended Transitions can be made during these meetings.

In 2020 primary school pupils and their parents will have the opportunity to visit the school on several occasions:

29 th January	P7 parents’ evening
19 th February	P7 activity and tour
6 th May	P7 after school activity
22 nd May	P7 Health day
15 th & 16 th June	Transition days

Letters containing further details of all of these planned events will be issued to you and your child through their primary schools.

Transition from Forres Academy to post-Forres Academy

Increasingly a very high percentage of our S4 pupils stay on to S5 and then on to S6.

Pupils leave Forres Academy for a number of destinations, eg employment, training, apprenticeships, college or university. Guidance staff work closely with young people to ensure that there are as many positive placements as possible. Skills Development Scotland (the Careers Service) also work with our pupils to support positive placements.

For pupils who may be deemed to be at risk of not ensuring a positive post-Forres Academy placement, both Guidance and Skills Development Scotland will intensify their support. Forres Academy may also invite support from The Moray Council's Adult Transitions Service for some pupils who have specific issues.

Supporting Learners

Forres Academy is committed to offering universal support to all learners. Teachers provide support on a day-to-day basis by engaging learners in personal learning planning and in giving feedback on their work. Guidance Teachers will also provide regular support via PSE (Personal and Social Education) or through 1-1 interaction with pupils. Staff in The Hub are also available to support young people – home school link workers and the inclusion project co-ordinator can be accessed through referral from Guidance staff. There are also other supports which can be accessed via referral. These include:

- Peer Support
- S6 mentors
- Social Work
- School Health Team
- Study Support programme
- Skills Development Scotland
- Aberlour Youth Point Moray
- Counselling
- The Hub
- Home/School Links

Additional Support for Learning

The Additional Support for Learning Team aims to provide help for a wide range of pupils in an integrated way within mainstream schooling. Some pupils will have an IEP (Individual Education Plan) or an LPS (Learner Profile and Strategies), a few may have a CSP (Co-ordinated Support Plan) others will not.

Support is provided in a variety of ways by Support for Learning teachers and pupil support assistants.

- a) working alongside subject teachers.
- b) suggesting teaching strategies taking into account the barriers to learning experienced by pupils with additional support needs.
- c) working together with mainstream staff in order to offer an appropriate curriculum. This may involve altering course materials for individual pupils.

A small number of pupils will not be able to engage with a full mainstream curriculum. For these pupils a tailor made curriculum will be developed and taught by staff within the ASfL Department. The aim is to support pupils to achieve their maximum potential and independence.

Close links exist with outside agencies such as Speech and Language Therapy, Health Service, Sensory Education Services and the Moray Autism Support team. There are strong links within the community to support the development of life skills in a practical context and also to afford the opportunity for supported work placements.

For parental information:

Further information can be found on the Education Scotland website:

<https://education.gov.scot/parentzone>

Promoting Positive Relationships

“Forres Academy is a community where everyone is valued, respected, encouraged and inspired.”



At Forres Academy we are dedicated to the promotion of positive relationships. By promoting and recognising positive behaviour in classes, we aim to build on good relationships with our learners and create a supportive ethos within the school. There is a clear policy outlining strategies, followed by classroom teachers, to ensure inclusion of all learners and to encourage positive behaviour and effective learning and teaching. All of this is based around the school expectations of being Ready, Respectful and Safe.

Respectful	Ready	Safe
Treat others as you wish to be treated.	Arrive on time to school and class.	Follow staff instructions and ask staff for help.
Show kindness to all, have manners and allow differences.	Come to school with a positive mindset and a can do attitude – eat/sleep/hydrate properly.	Walk carefully around the school, keep to the left and no pushing in the corridors.
Have pride in your work, yourself, the school and community.	Wear your uniform.	No mobile phones/headphones between classes and only in class with teacher instruction.
Communicate appropriately using polite language.	Enter class calmly, get outdoor clothing off and equipment ready.	Look out for others and report on concerns.
Allow others to be heard.	Tell your teacher of any problem.	Think before acting.

Occasionally, and for a range of different reasons, learners will struggle to manage their behaviour and consequences will therefore have to be issued. Consequences issued by departments may include restorative conversations, departmental detentions and out of class transfers. Pupils who are transferred out of class will, where possible, be transferred to other rooms within the department so that continued learning and support can be given. Occasionally, due to behaviours that are considered to be unsafe, pupils will be transferred out of the department and accommodated by SLT. We recognise the importance of early communication with parents\carers and we will inform you of ongoing concerns regarding your child’s behaviour.

The vast majority of pupils display positive behaviour and it is stressed that an occasional transfer is seen by the school as an opportunity to support and not a reason to punish. It is important to note however, that more serious incidents could lead to exclusion from school.

At Forres Academy we strongly believe that by working together, school and parent\carer can make a difference, mistakes will be corrected, and as self-discipline grows with maturity, so relationships across the school will improve. A copy of the Positive Behaviour Policy is available on the school website.

How You Can Help?

The way in which these rules and standards will operate in individual classes is a matter for negotiation between teachers and pupils but in general, you can play your part by showing your support and encouraging your child to be prepared and promote positive behaviour.

How Can You Support Your Child?

- Contact the school if there are any circumstances that may cause your child additional stress, pressure or unhappiness, as these can affect their behaviour.
- If your child is transferred out of class, discuss the behaviour that led to transfer.
- Identify ways your child could avoid this behaviour.
- Work closely with the school to monitor improvements.
- Support and encourage your child with their school work and homework.
- Praise and reward success.
- Discuss any concerns with your child's Guidance Teacher.

How Can You Help The School?

- If a young person is transferred from class on repeated occasions, parents\carers will be asked to work with the school to address instances of unacceptable behaviour. Forres Academy will offer support in partnership with parents\carers, to improve your child's behaviour and attitude.
- In order to support young people fully, it is important to maintain good communication between home and school Parents\carers will be able to leave messages for their child's Guidance Teacher on their answer phone service. Please be aware however that guidance staff have teaching responsibilities and attend regular meetings to support young people in their house meaning that your call may not be returned that day. If a matter is urgent please inform reception staff who will organise for duty SLT to contact you.

Anti Bullying Policy

As part of our general duty of care, Forres Academy has an anti-bullying policy. We accept that bullying will sometimes happen and we will act swiftly to deal with any issues that become apparent. Pupils, parents and carers are urged to get in touch with Guidance Staff whenever a bullying incident occurs as it is important that we know about it quickly in order to deal with it efficiently. Where bullying behaviour occurs, we adopt a restorative approach; this means

putting the parties together with a member of staff, clarifying the problems and talking through possible solutions. We ask young people to accept the right of every pupil to be treated with respect. In the relatively few cases where this approach fails, further counselling is given. In very few cases, where all action proves unable to resolve the issue, the school will resort to strict disciplinary procedures.

At various points in the PSE curriculum we cover specific aspects of bullying and relationships. In addition, throughout the school there is an emphasis on the need for good relationships, building self-confidence and self-esteem and caring for others.

Does the teacher know?

There are many reasons why a pupil might be experiencing problems in their school life. If teachers are to be able to assist pupils to follow a smooth, untroubled path through the system and yet allow full pupil participation in the life of the school, it may often be necessary to know something of the background of a particular child.

For example:

- a) Are there health problems of which we should be aware?
- b) Does your child have any special dietary requirements?
- c) Are there any problems in taking part in games or other physical activities?
- d) Are there any particular issues at home or in the community that we should be aware of?

Obviously some of these issues might raise concerns with parents and young people. The school operates within strict codes of conduct in sharing information: families can be assured that any confidential information is treated with confidence and on a need to know basis. Understandably, it is only in issues regarding child protection, where the safety of the young person is a concern, that information will be shared without asking for specific permission from the young person or their family/ carers.

School Dress Code

The Academy sets down very clear rules about school dress rules which are followed by all pupils and supported by their parents. Wearing school dress increases the sense of belonging to the school and reinforces our aim of us all working together. We rely on and welcome the support of families in this matter. We do not wish to see parents and pupils involved in arguments over school dress. That is why we give a clear statement about what is acceptable.

We recommend strongly that all pupils wear official school dress.

1. School tie – compulsory.
2. White collared shirt or blouse.
3. Black skirt or black trousers – compulsory.

4. Plain black V-neck pullover or Blazer – compulsory.
5. Black V-neck pullover/blazer with school crest – optional.
 - Black denims are acceptable as long as they are black not faded grey and are not ripped.
 - All shirts/blouses must have a collar.
 - No round neck jumpers, sweatshirts or hoodies.
 - Plain black cardigans are acceptable.
 - No logos are acceptable.
 - Footwear and outdoor clothing are not part of the dress code. Outdoor clothing should be removed in all classrooms.

Pupils whose dress does not comply with these rules will be logged, as will pupils who wear clothing which is a risk to health and safety or which is offensive or provocative.

Unacceptable dress

Any dress which is likely to be hazardous either to the wearer or to others.

Any dress which is likely to cause offence to others or to provoke others.

Specific Examples

- Football strips and scarves
- T-shirts or sweatshirts with slogans likely to cause offence
- Low cut or vest tops
- Baggy trousers which trail on the ground
- Baseball caps, hats

Inappropriate Jewellery:

- rings with raised settings
- earrings other than small studs
- studded necklaces or bracelets
- chains

Pupil Forum

The school has an active Pupil Forum which has evolved over the years to promote and facilitate student participation that leads to improvements for the school community. The Forum is very much pupil led giving opportunities to discuss issues and ideas, be consulted and have its views heard. The Forum also participates in the development of a variety of school based initiatives.



Student representation on the Forum is through the four House Groups who nominate a representative from each of their registration classes.

Pupils from all year groups gather together once a month during the school day for an activity based meeting to generate discussion and debate from issues raised in their register classes. The Forum is supported by members of staff.

Opportunities also arise for the pupils to work in sub groups to focus on areas that will benefit the school and wider community such as fundraising for charities. When relevant, pupils also represent the school on local Authority-wide consultations.



S6 School Captains

Appointed from over the four houses groups these senior pupils make a significant and vitally important contribution to the school. From overseeing the Prefect teams to organising a huge variety of whole school and House events and activities. Most importantly they are selected down to the high standards they have shown over their time here at Forres Academy and their commitment to giving back to the school in their final year.

High Quality Learning Experiences

In developing and delivering our curriculum, it is vital that we always keep our Vision and Values at the centre of our work and plan our curriculum around this. At Forres Academy, it is the role of those of us responsible for developing the curriculum to ensure that we are aspiring to inspire others through the curriculum we offer.

Central to the Forres Academy curriculum is the high importance we place on good quality learning and teaching. By having a skilled workforce keen to develop and use a wide variety of effective methodologies, we are well placed to deliver an innovative and creative curriculum which ensures our young people gain the many skills and the knowledge base they will require throughout their lives.

The emphasis we place on strong teacher/pupil relationships will also allow us to ensure that we instil a passion for learning and a hunger for knowledge in our young people to keep them switched on to learning throughout their lives.

The curriculum in Forres Academy aspires to instil in young people the skills, knowledge and attributes which will allow them to develop as successful learners, confident individuals, effective contributors and responsible citizens. These four capacities should be used by the whole school and by subject departments when planning the curriculum and when reviewing pupil achievement as they move through the school.

Literacy and Numeracy

Every single teacher is responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence gives a new focus to literacy across learning. Literacy skills are developed in all subjects and across the eight curriculum areas. Literacy experiences promote the development of critical thinking, creative thinking, competence in listening and talking, reading and writing, personal, interpersonal and team-working skills as well as skills in using language.

Curriculum for Excellence recognises the importance of numeracy and that our young people need to be confident when solving problems, making decisions and analysing situations that involve numbers. Throughout the curriculum the teaching of numeracy is organised into a number of areas which include understanding and calculating numbers, applying numbers when working with money, time and measurement and understanding information to make decisions.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping young people understand the world and make connections. It develops skills so that young people can think for themselves, make sound judgements, challenge, enquire and find solutions.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support if that's needed. There is also an emphasis on looking after our children's health and wellbeing – to ensure that the school is a place where young people feel safe and secure.

Broad General Education – First to Third Year

Every child is entitled to a broad and deep general education, whatever their level and ability. In some subjects pupils are taught in class size groups of under 30 while in others they will be in practical size groups where the maximum number is 20. Primary school reports are used, along with information gathered by secondary staff during their visits to associated primary schools, so that we build upon prior knowledge to ensure continued progression. First year pupils learn either French or German, depending upon the language being learned in P7.

The curricular areas and subjects studied are:

- Languages & Literacy - English/Modern Language
- Mathematics & Numeracy - Mathematics
- Health & Wellbeing - Physical Education/Home Economics/Personal and Social Education
- Social Studies & RMPS - History/Geography/Modern Studies/ Business Education/Religious, Moral and Philosophical Education
- Expressive Arts - Art & Design/Music/Drama
- Sciences - Biology/Chemistry/Physics
- Technologies – ICT/Computing/ Business Education/Technical Education

Curriculum – Third Year



The S3 experience is designed to continue offering a broad, general education while equally allowing greater personalisation and choice. Pupils are given every assistance as they make decisions about which subjects they will study in third year. An information booklet about the courses available is given to parents and pupils. Detailed advice is given by Guidance and Subject staff about courses, with every pupil studying English, Mathematics, and 6 other subjects which cover the different curricular areas (see above). Courses in third year will not lead to certification but will be preparing young people for their Senior Phase.

S3 Profile

The end of S3 represents an important milestone in our pupils' education. By the end of S3 all pupils will have produced their own Profile, supported by staff, which gives a reliable and full account of their cumulative progress, development of skills and achievements. It should include a focus on what they feel are their latest and best successes. Indeed the on-going discussions staff have with our pupils about their progress through the profiling process should help them to increase self awareness, recognise their achievements as well as gain an insight into the skills they are developing. They will be able to build up a portfolio of their achievements and skills progression as they go through third year in their own profile and will receive advice and guidance from their teachers.

The Senior Phase – Fourth Year

Pupils will select six subjects to study in fourth year. English and Mathematics /Numeracy are compulsory. These courses will lead to certificates through the Scottish Qualifications Authority. All courses are designed to lead to an appropriate level of award. (Please see page 23 for more information on SQA assessments.)

All pupils in third and fourth years have Physical Education, Personal and Social Education and Religious and Moral Education as a part of their core curriculum.

Work Placements and Developing the Young Workforce

All students in S4 – S6 are given the opportunity to undertake relevant, career orientated work experience, when appropriate. S5 & 6 students in particular, are encouraged to investigate relevant and meaningful placements, engendering a sense of independence at a time when they are preparing for their next steps beyond school. For all participants it is an opportunity to meet individual needs and personal aspirations. It is a chance to experience aspects of the world of work, build confidence, employment and enterprise skills and bring focus to career pathways. Work placements are valuable additions to the curriculum but in most cases will require the young people and their families to organise and pay for transport if the work placement is based outwith Forres.

We are very grateful for the excellent co-operation and support which we receive from the wide range of employers involved with the school. Throughout the curriculum, many courses benefit from links with local firms and organisations.

Curriculum - Fifth and Sixth Year

Pupils who reach the age of 16 years on or before the last day of February are entitled to leave school on the last day of term before the Christmas holiday of the previous year. Pupils who reach the age of 16 on or before the last day of September may leave school on the last day of May of the same year. Any pupil leaving Forres Academy at any time should collect a leaver's

form from the school office and should follow the instructions set out on it. All books and equipment belonging to the school should have been returned.

The vast majority of pupils remain in school for a fifth and sixth year to gain more advanced qualifications. In the senior school, pupils may study from a range of SQA courses covering a variety of subjects and levels (see page 23 for more information on SQA assessment). Detailed choice of course information will be issued during the Spring term to pupils in fourth and fifth year. Advice from Guidance Teachers and our Careers Adviser will also be available to allow seniors and parents to make informed and achievable choices.

During their fifth and sixth years, we hope that our seniors will develop more advanced and increasingly 'independent' study skills. They are encouraged to take responsibility for the organisation of their work and, in particular, their private study.

We are conscious however, that education is about more than academic or vocational qualifications. Other skills and qualities which will enable young people to contribute to society and to make their own way in the world are also required. The senior students in particular are encouraged to make a contribution to the wider life of the school and community, developing skills of leadership and responsibility. This is offered to them in a variety of ways - particularly to those in sixth year.

It is encouraging to see that many do take the opportunities to enrich the life of the school, working alongside staff and independently, for the benefit of younger pupils, providing positive role models for them.

Peers

Through experience we know peer support provides the kind of help pupils can benefit from when having short term difficulties. These difficulties can include worries around friendships, self-esteem and low confidence as well as advice on how to improve learning skills. Getting the appropriate support gives pupils an additional perspective on themselves and can help them to overcome barriers and move forward in their school life. Our senior pupils volunteer and give up their time to work with younger pupils. This will be arranged by Guidance teachers who will seek to link pupils who are most likely to make that initial connection and build a trusting and supportive relationship with each other.

Buddies

Moving to Forres Academy can feel daunting for some P7 pupils, exchanging the familiarity of the primary school for a new environment, with new older pupils. It is important for P7 pupils to meet with some of our senior pupils at this stage and our S6 students from each House will join the new pupils coming to the House and will spend the two induction days in June and in August guiding pupils around the school. This gives our seniors an opportunity to pass on their knowledge of the school and critically answer questions from an experienced pupil's point of view; offering sensible advice and guidance. We have found this experience fosters a greater sense of belonging as we welcome our new pupils into S1.

Prefects

Our S5 and S6 Prefects are a group of young leaders who provide a positive role model for other pupils who go through a selection process and are nominated based on their exemplary attitude, behaviour and commitment to Forres Academy. Prefects take on a variety of role and

responsibilities around the school including helping at Parents' Evenings, accompanying visitors on tours round the school and organising pupils for school photographs. Easily identified by their Prefect badges they also provide additional guidance to younger pupils at break and lunch, working with staff they encourage younger pupils to behave in a kind, safe and respectful way in the foyer, canteen and courtyard area.

16+ Learning Choices

It is the intention of the Scottish Government that every young person of school leaving age in Scotland will receive an offer of continuing education or training that is attractive, appropriate and relevant to their needs. It is felt that this is the best way of ensuring young people's long term employability. In partnership with Schools, Colleges, Skills Development Scotland (Careers), the private, voluntary and other public sectors, Moray has developed systems and plans to translate that vision into reality.

For many young people school will continue to be the main route for progression beyond S4; for others college will be the best option or it might be a combination of school and college. For some young people the best offer may lie outside of school and college and this is where alternative provision will be identified and developed. During a young person's final year of statutory schooling, school Guidance staff and Skills Development Scotland (Careers) staff will be in discussion with pupils to identify the most appropriate offer.

Physical Education

All pupils from S1 to S6 will follow a Core PE programme which involves participation in a wide range of activities and fitness work. The activities include:

- Team games (outdoors and indoors)
- Racquet Sports
- Dance
- Gymnastics
- Athletics
- Fitness
- Swimming



Through these activities pupils will have the opportunity to develop their practical skills, knowledge of rules and tactics, ability to evaluate self and peers, and a range of leadership skills. Pupils will also gain an awareness of the physical, mental, emotional and social health benefits of participation in activity. It is hoped that pupils will identify activities that interest them and that may be part of a healthy lifestyle now and in the future.

Pupils who have a particular interest in physical activity will be able to choose from a variety of courses to study specific aspects of PE in greater detail from S3 onwards.

All pupils are required to change into appropriate clothing for PE, including different footwear as appropriate to the activity. Jewellery must be removed and long hair tied back for safety. (Gum shields are optional. Any pupils who suffer with Asthma are required to carry their own inhaler at all times. We also encourage EpiPen users to carry one with them.) Parents are requested to encourage participation and in the instance of illness or injury a note should be signed to explain inability to participate. Please note that pupils are still expected to bring their PE kit

when they are unable to participate in practical activities, the teacher will include them in other ways.

Religious and Moral Education

RME as a subject forms a part of the core curriculum for all students from S1 to S4. RME plays an important role in developing a richer understanding of the world in which we live.

Religious and Moral Education will provide your child with opportunities to explore the world's major religions, views that are non-religious as well as philosophical views. In RME, your child will think critically about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures, as well as reflecting on their own beliefs and values.

Through the work done in RME your child will develop a better understanding of themselves, others and the wider world. They will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally.

Students who have a particular interest in RME will be able to choose The Meaning of Life course in S3, and in S4 and beyond, RMPs and Philosophy are offered as SQA courses.

Under the terms of the Education Scotland Act 1980, "any pupil may be withdrawn by his/her parent from any instruction in Religious Subjects and from Religious Observance". Any parent who wishes to exercise their rights on grounds of belief should contact the Head Teacher in writing.

UPS

Universal Pupil Support periods are intended to help pupils to develop their learning and thinking skills; their understanding of themselves; their knowledge of the world around them and to help them reflect on their own progress and achievements. In S1 and S2 pupils have one period a week in UPS which we call Spotlight on Success (SOS) covering ideas such as growth mindset, health and wellbeing as well as opportunities to take part in charity fundraising activities.

School Activities, Visits and Trips

There are a wide variety of activities on offer to pupils at Forres Academy. Some of these activities will take place at lunchtime, some after school. These activities are an important part of the education which we offer to all of our young people and we value parental support in encouraging participation.

Among the activities pupils can become involved in are the school's Book Group, Games Club, Film Club, Gardening Club and Young Engineers to name but a few.

A wide variety of sporting activities are also available and these are coordinated by the school's Health and Wellbeing Co-ordinator Mrs Ann Rossiter. Throughout the year, there are a number of inter-house events such as inter-house football. This creates a really good buzz as well as a healthy rivalry between the House groups which culminates in the annual Sports Day at the end of the session.

The school runs an Activities Days Programme in the summer term which has a wide variety of activities on offer. These provide a great opportunity to enhance positive relationships between pupils and teachers and also to build “House” identity and team spirit among our young people.

We hope that your child will take full advantage of these opportunities when he/she comes to the Academy. There is some financial support available for trips.

Assessment, Achievement and Attainment



At Forres Academy, we take a holistic view of education and are very keen to celebrate not only the academic attainment, but also the much wider achievements of our young people.

Assessment and testing are important features of the school system. Our teachers use formative assessment on a day-to-day basis to ascertain how well pupils are learning, where there are gaps and

how to best move forward with the learning process. In the early secondary years, there may well be end of unit tests or short weekly tests in certain subjects. It is important that our pupils take these seriously as they are an important preparation for the certificated exams which come at the end of S4 and then in S5/6. These exams will be required for entry to college, university and employment and it is very important that we all work very well in partnership to ensure all our young people do as well as they possibly can in these exams. This can be quite daunting for parents as the system has changed radically since you were at school. If you ever require any explanations of what the different levels of exams mean, please contact your child’s Guidance Teacher who will be happy to answer your queries.

SQA Qualifications: The Senior Phase (S4-S6)

Pupils in Forres Academy sit examinations prepared by the Scottish Qualifications Authority (SQA). The school’s SQA coordinator is Mrs Cath Reilly, Depute Head Teacher.

How will these qualifications be assessed?

Teachers will assess the new courses and units at National 2 to National 4. SQA will check the assessments to make sure they meet National standards.

Courses at National 5, Higher and Advanced Higher levels will still include work that is assessed by teachers, but pupils will also have to pass a course assessment for those qualifications – usually a question paper and/or coursework. This will be marked by the SQA.

Assessment methods – such as assignments, case studies and question papers – will be appropriate to the subject and level pupils are studying.

Courses at N2 – N4 will contain work that is assessed and marked throughout the year. These units are assessed as pass or fail.

Courses at National 2-4 will not be graded. They will be assessed as pass or fail. Courses at National 5, Higher and Advanced Higher will be graded A to D or ‘No Award’.

Other SQA qualifications including National progression Awards, Skills for Work Courses and Wider Achievement courses also make up our curriculum offer to our pupils in S4-6.

Reporting

Open Evenings

Every year group of the school has an Open Evening where parents have the opportunity to discuss the progress of their child directly with the subject teachers. Open evenings are arranged on an appointments basis via an online booking system. This will ensure that you will almost always be able to meet the teachers of those subjects where you are most concerned about your child's progress, with the minimum of queuing and waiting. You will be given precise details of these arrangements as and when it is appropriate, but perhaps we may make one or two general points here.

Open Evenings last two and a half hours from 4.15 to 6.45 pm. Within this time obviously a large number of parents may wish to see a particular teacher. It follows then that not every parent can see every teacher and, of necessity, interviews must be short general outlines of a pupil's progress. We would be very grateful if you could help us keep these evenings efficient by observing the following guidelines:

- Arrange to see only those teachers whom you really need to see - don't try to see absolutely everyone in one night!
- Keep all your appointments to no more than 5 minutes so that other parents do not have to queue.
- Where a really serious issue has arisen which needs detailed discussion and consideration, make a separate appointment via the Guidance Teacher at a mutually convenient time.

Within these guidelines we are, of course, delighted to see as many parents as possible at these evenings. We always welcome helpful comment from parents on how we could make these evenings more efficient and pleasant for you.

There are also various information events throughout the school year targeted at particular year groups of pupils depending on their stage in their education journey. Details of these events are shared with parents in the lead up to the event.

Written reports

Currently in S1 – 3 you will receive on two occasions in the year Tracking reports which indicate the progress that is being made over the subject areas. If you have any queries regarding a report, you should contact your child's Guidance Teacher who will be able to assist you.

Each year within S4 – S6 you will receive Tracking reports which indicate an aspirational target grade plus a current working grade for each subject. If teachers become concerned about your child's progress, you will also receive a letter detailing the actions required to improve progress and enable your child to get back on track.

Profiles

All S3 pupils produce a profile which acts as a reflective summary statement of achievement allowing us to recognise progress in learning S1 – S3. This profile will contain a statement from the pupil and will build on the profile from P7. It should challenge, support and motivate learners to reflect on their progress before moving into the senior phase.



Homework and Deadlines

The establishment of efficient study skills is an important aspect of your child's education. There will be many opportunities for them to develop all aspects of their learning skills during their everyday school work.

However your child can also develop in confidence and competence in the techniques of study and the process of learning through support and encouragement at home. There are a number of ways in which you as a parent can work along with us to help achieve this aim.

As a school we use an online system called Show My Homework (SMHW). This allows parents and pupils to access homework details away from school using a mobile phone, laptop, computer or tablet. Parents can easily see all the homework set and also see if their child has submitted their homework. In S1 pupils and parents will be given their own log in details to access the system. If a parent/pupil does not receive their log in details they should contact the school office.

You may wish to promote and encourage such independent learning in the following ways:

- Showing your interest and support through discussion of work set and the offer of help or advice where appropriate.
- Encouraging your child to develop a responsible attitude to homework and private study and to the discipline of regular study and investigation even without set homework.
- Encouraging your child to make use of materials available at home and to join and use the local Library.

Obviously the time spent on home study will increase as pupils progress through the school but the establishment of discipline and responsibility should begin in the early years. In the interests of promoting your child's education in the wider sense you might give some thought to the value of the following suggestions:

- assisting your child in developing self confidence by noticing and appreciating things he/she does well, and recognising his/her worth.
- taking your child to places of historic, cultural or general educational interest.
- providing your child with materials to stimulate interest such as books, artistic materials, musical instruments, construction kits, etc.
- encouraging the joining of local or national clubs or organisations dealing with their interests.
- developing in your child skills involved in everyday practical tasks such as writing letters, making purchases, making simple repairs, caring for plants and animals etc.

Over a year your child spends much more time on activities outside school than they do within school. Education and the realisation of a child's potential are therefore very much achieved in a partnership between home and school.

Senior pupils

Pupils in S5 have identified Study Time when they will have no scheduled classes. This is deliberately intended to help them develop those skills in responsible individual study which they will need in Further or Higher Education and in employment. In Sixth Year additional periods may also be designated for study, depending on the student's choice of subject. They may work in the school library or school hall at such times - but it is vital that the time is used regularly for study. We recommend that a Higher Grade subject be given 5 hours of study time by pupils outside the classroom depending on the individual. Any student who spends this time in any other way is damaging their chances of academic success.

Examination Statistics

Please refer to page 40 for a summary of recent statistics

In Partnership with Parents

We believe that an effective partnership between home and school is a very powerful support for our young people and their learning. Some of the ways in which parents can be involved have been set out elsewhere in this prospectus.

There are however several ways in which parents are linked with the school in a more direct way and it is to be hoped that these links continue to develop over the coming years through our very supportive Parent Council.

Parent Forum and Council

There is an active and growing Parent Council and we would ask you to support your child and his/her school by becoming involved in the Parent Council.

All Parent Council meetings take place in Forres Academy and usually start at 6.30pm.

The Chair of the Parent Council is Mrs Elizabeth Watson and she can be contacted at admin.forresacad@moray-edunet.gov.uk or via the Parent Council link on the school website. This link will also provide very useful information for parents, minutes of meetings etc.

What is the Parent Forum?

The membership of a Parent Forum is made up of parents who have a child at an education authority school. Parents are automatically members of the Parent Forum for their school. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities
- Hear more about what partnership with parents means in their school
- Be invited to be involved in ways and times that suit them
- Participate in deciding how the parent representative body, the Parent Council, is organised and how it operates
- Identify issues they want the Parent Council to work on with the school
- Be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- Work in partnership with staff
- Enjoy taking part in the life of the school in whatever way they can.

What is the Parent Council?

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at a school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. Parents might decide they want a representative from each year group in the school. They might want to include pupils, other teachers at the school or parents from a feeder primary or secondary school. This flexibility allows parents to choose a Parent Council which reflects their school and will encourage parents to get involved.

The type of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, Education Authority and Education Scotland
- Promoting contact between the school, parents, pupils, providers of nursery education and the local community
- Fundraising
- Organising events
- Being involved in the appointment of senior staff.

School information events for Parents

Over the course of the school year different information events will be hosted by the Senior Management Team for parents of the different year groups. These events are very useful to explain key information about different stages of your child's educational journey.

Information for Parents

The Moray Council has produced a "Notes for Parents and Carers" booklet and "Information for Parents and Carers" leaflets which are designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. These are also available in other languages. Please refer to Appendix A for further information.

Attendance

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised [e.g. unexplained by the parent/guardian (truancy) or excluded from school].

'Authorised absence' includes absence from school as a result of:

- sickness
- medical and dental treatment
- bereavement
- specific personal circumstances on which your child's Guidance Teacher will be able to advise.

The school has to be notified of the reason for absence if it is to be classed as authorised.

'Unauthorised absence' includes:

- unexplained absence
- truancy
- most family holidays taken during term time.

A family holiday taken in term time for any of the following reasons will be classified as unauthorised:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather during the school holidays
- Holidays which overlap the beginning and end of term
- Parental difficulty obtaining leave (unless the employer provides evidence that it cannot accommodate leave during the school holidays without serious consequences)

If youngsters are to achieve their full potential, regular attendance at school is extremely important.

For the safety and welfare of your child, the school tries to monitor attendance carefully at all times.

An official attendance check is made during registration each morning and during each period throughout the day.

Arrangements for Pupil Absence

If a pupil is absent and the school has not received an explanation for this, you will automatically receive a text message on the morning of the day of absence.

The text message will inform you that your child has not registered that morning and will ask that you contact the school to explain the absence.

How to contact the school

Either

Use the Automatic Answering Service - Thus
Leave a message on the Automatic Answering Service
Telephone Number - 0870 054 9999 pin number 031030

Or

Use the Standard Form
Copies of a standard form for the notification of absence are available from Registration teachers. If your child is absent, he/she should bring a completed and signed form on return to school.

Planned absence

If you know that your child is going to be absent from school, please let us know beforehand using either of the methods above. This information will be processed in advance and a call will be avoided.

Where a pupil is absent for four successive days without any explanation, the Guidance Teacher will make contact asking you to inform us of the reason for absence and the expected date of return of the pupil.

You can support the efficient working of this system by:

- warning the school in good time of short planned absences, say for a medical appointment or family business.
- providing written notes for all absences clearly stating why your child was absent and exactly when they were absent.
- contacting the school early in the event of prolonged absence to let us know the situation.

In this last case Guidance Teachers will do their best to provide homework on request if your child is unavoidably absent but able to work at home.

With this kind of support from parents the system works very effectively and it is extremely unlikely any child could truant without discovery. Where truancy is discovered, you will of course be informed as soon as possible, so that we can work together to ensure the problem is solved quickly in your child's best interests.

Change of Address

In order to ensure efficient communication with parents we like to keep our school records as up to date as possible. If you change your address or any other relevant circumstances during your child's stay at the Academy, we would appreciate it if you could pass the updated information to us as soon as possible. All you need to do is contact the School Office.

Clothing Grants and Free School Meals

The process for applying for free school meals and a clothing grant has changed from in 1st May 2017. The process has now moved to Moray Council's Benefits Service. This means you will no longer need to submit an application form every year with your household income documents to the school. If you are eligible for Free School Meals and a Clothing Grant and

you also currently claim Housing Benefit or Council Tax Reduction, you do not need to do anything as the Benefits Service will contact you automatically by post. If you have not heard from them by 1st August or you think you may be entitled to Free School Meals and a Clothing Grant, you can contact the Benefits Service by telephoning 01343 563456, writing to The Revenues Section, Council Office, High Street, Elgin, IV30 1BX or by emailing revenues@moray.gov.uk

Cycle Security

We cannot accept any responsibility for cycles brought to school. Cycles are left entirely at the risk of the owner. From time to time, security marking of cycles is undertaken by the school in co-operation with the Police.

Department Charges

ART AND DESIGN CHARGES

S1	£5.00
S2	£5.00
S3	£10.00
National 4/5	£20.00
Higher	£20.00
Advanced Higher	£30.00
Higher Photography	£30.00
NPA Photography	£25.00



HOME ECONOMICS CHARGES

S1 Home Economics	£15.00
S2 Home Economics	£25.00
S3 Food Studies	£35.00
S3/4 Fashion and Textiles	£5.00
S4/5 National 4/5 Hospitality	£50.00
S5 Creative cakes National 5	£50.00
Health & Food Studies	£25.00
Health & Food Studies	£25.00
Wider Achievement Healthy Eating	£15.00



TECHNICAL DEPARTMENT CHARGES

S1	£5.00
S2	£5.00
S3 Practical Woodworking	£20.00
	(or £5.00 per unit)
S3 Engineering Science	£5.00
S4/S5/S6 Practical Woodworking	£20.00
	(or £5.00 per unit)

Graphic Communication equipment can be purchased at cost, see teacher for price list.

Pupils will be charged 50p to replace 'lost' folders.



Education Maintenance Allowances (EMA)

Students who are planning to stay on at school after 16 years of age and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week may be eligible for an EMA. An EMA consists of a weekly allowance during term time.

Further information on full eligibility criteria and application forms can be obtained from the school.

Health Care in School

Within Forbes Academy and its primary schools there is a school health team which consists of a school nurse, a public health nurse, a support worker and a team of first aid practitioners.

First Aid

During school hours there is at least one first aider accessible throughout the day. For obvious reasons it is important that a sick child must not leave the premises on their own and must be supervised within school to monitor their condition and to liaise with parents/carers if required. Therefore there is a clear routine which is emphasised to pupils which is as follows:

- any pupil who is feeling unwell should report to their class teacher. During break-times illness should be reported directly to reception.
- the class teacher should send the pupil directly to the first aid team – for safety, the pupil should be accompanied if deemed necessary.
- If pupils are temporarily unwell and then recover, they can be managed at reception until well enough to return to class.
- if pupils are too ill to return to class, parents/carers will be contacted to come and collect their child.

At the time of enrolment, parents are asked to provide an emergency contact number to be used if parents/carers are not available. The school asks that any changes to telephone numbers and emergency contacts be communicated to us as soon as changes occur. **It is very important these numbers are kept up to date so that you can be contacted easily.** First Aid kits are accessible in several areas of the school. There is a portable first aid kit for school trips.

School Nursing Team

The role of the school nursing team is wide ranging and aims to meet the health needs of the pupils within the school. The team have a 'public health' role within the school which, although remaining pupil-centred, incorporates the whole family and school community. The school nursing team is responsible for promoting the health and well-being of pupils within the school by providing:

- drop-in clinics with open access for all pupils
- accessible service for those pupils with additional needs and those identified as vulnerable
- confidential one-to-one counselling for pupils requiring emotional and mental health support
- a comprehensive immunisation schedule within the school environment

- Individualised on-going support for those with identified health needs eg lack of exercise, weight, healthy eating, smoking, substance abuse, sexual health.
- support for children with complex needs
- liaison with other professionals to ensure pupils' health needs are met eg teaching staff, mental health services, specialist nurses, GPs and social work to name but a few
- clinics for issues identified by pupils and families e.g. sleep issues, behaviour, bed-wetting, dietary advice etc
- assistance in the teaching of Personal Social Education eg sexual health, first aid, child health
- teaching and awareness raising for staff, families and the community on health aspects such as diabetes, epilepsy, asthma, emergency adrenaline administration (epipen).

Diphtheria, Tetanus and Polio boosters are offered to all 3rd year pupils. Anyone with queries on this should contact the school Nurse who will be able to advise on immunisation.

Screening tests for vision are carried out at the request of the pupil.

Forres Academy is a designated school for the disabled. A lift has been installed. There are ramps and special toilet facilities.

Please enquire to school nursing team for further information on 07876 258574

Child Protection

The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray schools.

"It is the duty of The Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect.

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first."

Mrs Reilly (Depute Head Teacher) is the school's Child Protection Co-ordinator.

Food Safety

In view of the fact that there are pupils in the school who may have severe allergic reactions to certain foodstuffs, all pupils are advised that they should not share, taste or handle foods from the snacks or lunches of other young people. Those with severe food allergies should have snacks and lunches provided from home to enable parents to minimise the risks of their child's meal containing nuts or whichever food is implicated.

Health and Safety - Out of school visits

Increasingly pupils find themselves taking part in project work involving out of school visits as part of their course. We would wish to encourage this as it involves the community in the educational process and gives the pupils real educational experiences involving the world outside the school. For their part, during such visits and excursions outside school, pupils are

expected to behave in a responsible manner with due regard to the safety of themselves and others.

When your child enrolls you are asked to give your permission for your child to take part in school trips. If your child has any medical problems, however minor, which could cause difficulties on any trip, you must let us know. We will ensure discreetly that relevant staff are aware of the problem and take special care of your child's welfare where appropriate.

Special permission will always be sought for dangerous activities or where overnight stays are required.

Insurance

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

Medicines in School

By law all students are medically examined from time to time by the School Doctor or the School Nurse. If any treatment is required, parents are always consulted and may choose to have this carried out by the family G.P.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and therefore will not be administered on student request.

If you require further information on supporting your child's medical needs within school please request a copy of "Supporting Students with Medical Needs in Schools" including "The Administration of Medicines" from the school office.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

Students who have dental and medical appointments out with school should try to give the School Office at least one day's advance notice. On the day of the appointment they should report to the office with their appointment cards - they should also report to the Office on their return to school. Please try to get as many appointments as possible outside school hours.

School Meals / Allergies

Following recent enquiries and discussions with NHS colleagues, Moray Council legal team and Catering Services, Moray Council have revised their position on school meals and children with food allergies. Please now note the following procedure.

- Children with a food allergy will be entitled to receive school meals provided that a parental consent form is completed. These forms can be collected from the school office if required.
- Should a child who is suffering from a food allergy be entitled to free school meals but their parents do not wish them to receive these meals, then the parents will be offered the food cost of a school meal to compensate. Parents wishing to claim the cost of a school meal in place of their child receiving free school meals must complete the attached form to evidence their entitlement. These parents, however, will be expected, should they wish their child to remain in school over lunchtime, to provide an appropriate packed lunch.
- Children who are diagnosed with a food allergy and who are not entitled to free school meals will not be reimbursed as above.

Additional considerations:

- The Catering Service will, as a matter of course, avoid using obvious sources of nuts in food; however, there can be no absolute guarantee of traces of nuts not being present in the foodstuffs. Equally, there may be other food or drink (such as milk) used by the Catering Service that could trigger an anaphylactic shock and parents must ensure that details of their child's allergy are passed to the school.

Physical Intervention

In the Moray Council document "Physical Intervention Guidelines", guidance is provided for all staff dealing with situations where physical intervention may be required.

This document describes Physical Intervention at three levels:

- Supportive Physical Intervention: positive physical intervention used by staff to demonstrate, encourage, guide or reassure
- Reactive physical intervention: used as a considered reaction to a situation where children or young people are at immediate risk of harm
- Predictable (Planned) Physical Intervention: planned, agreed action where it is known that a young person may present violent or dangerous behaviours. These planned actions will arise from risk assessments based on evidence of previous behaviour and will contribute to support plans in place to guide the actions of all involved.

A copy of this policy is available upon request at the school.

Road Safety

All pupils, but especially cyclists, should exercise great care on the roads near the school, especially at the busiest times. Pedestrians and cyclists should be particularly wary in the vicinity of the school buses at the beginning and end of the school day. Though the staff do try to provide supervision at such times, there are large numbers of pupils milling about and any carelessness could have unfortunate consequences.

Pupils who come to school by bicycle should always make sure they are highly visible and that they carefully obey the Highway Code.

Supervision Out of Class

At breaks and lunchtimes, for those who remain inside the premises, staff, together with S5 and S6 prefects, operate a light monitoring role. In the case of the outdoor area, pupils are permitted without close adult oversight as is the case at home where parents allow their children to play unsupervised.

However, there is always someone on hand to deal with problems and/or emergencies.

During non-school hours, or where children leave the school premises at lunchtimes, responsibility lies with the parent/carer. Pupils are not allowed off the school premises at break time. When pupils do choose to go off site at lunchtime we expect them to behave in a safe and respectful manner. This included having an awareness of litter and their actions around the town.

At all times, the school develops and expects responsible attitudes and behaviour from its pupils. We cannot be expected to anticipate those rare occasions when pupils act in an irresponsible manner.

Late coming

Lateness to school is disruptive and has a detrimental effect on educational progress. Every instance of late-coming is recorded and regular reviews of each pupil's record are carried out.

For lateness as a result of dental, optical or medical appointments a pupil will be recorded as authorised absence. Parents/carers should notify the school, in advance, of any anticipated lateness due to appointments.

Any pupil who has not arrived by approximately 09:30 (with no prior notification) is treated as an unexplained absence and a text will be sent home. Thereafter, if the pupil arrives late as a result of reasons under their own control (e.g. slept in, missed bus etc.) they will be recorded as unauthorised absence for any entire periods missed and late for the period in which they arrive. If the pupil does not arrive and no response is received to the text, the pupil's record will show as unauthorised absence and child protection procedures may be followed.

Such unauthorised absence is treated in a similar way to truancy in statistical terms. Outside agencies would also view absences in this light. We hope that attention to this important aspect of attendance encourages everyone to develop a responsible attitude to timekeeping.

Leaving School

When a pupil finally leaves school or moves out of the area, the following procedure should be adopted. They should:

- a. Inform their Guidance Teacher.
- b. Obtain a Leaver's Form to be signed by their teachers as they return all books/equipment.
- c. Give the completed Leaving Form to the Guidance Teacher.

We would make a particular request here, that you should encourage your children to return all books, including Library books, when they leave, so that their fellow pupils may have the future use of them.

Lockers

For the convenience of pupils we have lockers available for hire. See main office for details and application form.

We emphasise the desirability of hiring a locker, since regrettably the school cannot accept responsibility for loss of property.

In certain exceptional circumstances, the school may require that a locker be opened in order to examine the contents. The following procedure will apply:

- The pupil will be asked to open the locker in the presence of 2 members of staff.
- If a pupil refuses, a member of staff may then open the locker in the presence of the pupil and at least one other member of staff.
- In the absence of the pupil, the locker may be opened in the presence of another member of staff. This only applies if there is an immediate need and every effort has been made to contact the pupil.
- Any item removed from the locker will be held securely pending further action.
- Once a search has been completed the locker will be secured immediately.

Lost Property

Pupils can help to avoid confusion by labelling appropriate property such as clothing for easy identification. Lost and found items should be taken directly to Lost Property in Reprographics.

Pupils are advised not to bring valuables such as iPads , electronic games, iPods etc. to school and the school will not be held responsible if pupils choose to ignore this.

All pupils are responsible for their own property and the school cannot accept responsibility for bags left unattended.

Meals and Packed Lunches

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

A variety of snacks and refreshments are available from 10.25am for break and from 1.10pm for lunchtime from the



school meals' service. On Fridays a pre-order grab and go service is in operation.

For those who wish to use the meals' service a varied menu of full meals and a cafeteria service are available at moderate cost. We consider them to be good value and highly recommend them.

Seating is available in the pupil social areas and in the canteen for pupils who wish to bring their own packed lunches. Soft drinks can be purchased through the canteen. Pupils should remember to bring correct change.

Forres Academy is a health promoting school so pupils are not permitted to bring items such as burgers, chips etc which they have purchased in the town, back onto school grounds, nor do we allow pupil consumption of energy drinks within the building since these are known to have a negative effect upon behaviour.

Pupil Use of Internet and E-mail

Moray school networks are provided for pupils to do school related work, including research and communication with others. For Internet access, parental permission is required. Pupil use of the Internet is closely monitored and misuse or abuse of the Internet may result in access being withdrawn and other actions being taken.

School Transport

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if this is their local catchment school. Door-to-door transport is not guaranteed. Children living outwith the zone are not entitled to transport. To claim entitlement, please refer to Appendix A for information on how to request an application.

Free bus passes are obtained through the school, but if lost, a replacement charge is levied by the Public Transport Unit. FINDHORN, KINLOSS and ALVES pupils involved in extra-curricular activities obtain a permit at the Academy, which extends their free bus ticket to 6.30 pm.

Special Examination Arrangements

The Scottish Qualifications Authority (SQA) and Moray Council are keen to ensure that all pupils with Specific Learning Difficulties (e.g. Dyslexia) receive appropriate support in their SQA Examinations. The exact nature of this help depends upon individual circumstances. There is a policy that gives more guidance on how additional assessment arrangements are organised in school, a copy of this policy can be found on the school website or requested from the SQA Co-ordinator, Mrs Cath Reilly. Assistance that may be available includes:

- Extra times for examinations.
- Use of a "scribe".
- Use of a "reader".
- Access to appropriate word processors/spell checkers etc.

Forres Academy Enrichment Fund

The Forres Academy Enrichment Fund established in 1988 by Lord Laing of Dunphail, and supported by friends and parents of the school, now provides money annually from interest on the capital sum invested. Depending on the rate of interest, between £7000 and £9000 per annum may be available. This cash supports and increases opportunities for all pupils in a large variety of ways neither funded, nor likely to be funded by the Council and may provide assistance for school trips for those young people who otherwise may not be able to participate.

The success of the scheme depends on parents, former pupils, local employers and everyone else concerned about the quality of educational experience given in Forres Academy. For all those who wish to help, a donation can be made any time for any amount. However, a request for donations is issued to parents annually which we hope you will support. Every pound counts and goes directly into funding the extra-curricular life of the school.

Donations should be sent to:

The Secretary
Forres Academy Enrichment Fund
Forres Academy
Burdtyard Road
Forres
IV36 1FG

Attainment 2016-19

In 2019 Forres Academy pupils continued to outperform pupils over the Moray Council Area.

We are ambitious for our pupils and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances greatly. Over 96% of our S4/5/6 gained Level 4 Literacy and over 83% Level 4 Numeracy; just over 96% gained Level 5 Literacy and 56% Level 5 Literacy.

As a school we are committed to raising attainment for all our young people no matter their ability or background.

S4 Results

Award	2016	2017	2018	2019
1+ L5 FA	79.7%	73.2%	80.4%	82%
Authority	80.5%	81.8%	74%	78%
3+ L5 FA	60.8%	54.4%	56.2%	57%
Authority	59.3%	63.1%	50.5%	53.6%
5+ L5 FA	36.4%	39.6%	34.6%	35%
Authority	37.4%	42.7%	30.1 %	31.9%
6+ L5 FA	22.4%	28.9%	23.5%	21%
Authority	23.2%	28.0%	19.8%	20.10%

S5 Results

Award	2016	2017	2018	2019
1+ Higher FA	61.8%	55.6%	53.7%	53%
Authority	56.5%	53.6%	52.5%	43.3%
3+ Higher FA	43.5%	36.6%	37.6%	37%
Authority	35.6%	34.4%	33.1%	26%
5+ Higher FA	16.5%	14.8%	16.11%	11%
Authority	15.8%	13.8%	13.36%	11%

S6 Results

Award	2016	2017	2018	2019
3+Higher	54.0%	51.5%	46.2%	44%
Authority	42.8%	43.4%	37.3%	42.9%
5+Higher	40.7%	37.9%	28.7%	30%
Authority	29.2%	30.2%	24.8%	26.8%
1+AHigher	28.6%	28.4%	20.28%	18%
Authority	19.8%	18.2%	16.57%	15%

Further information can be found at: www.educationscotland.gov.uk/parentzone

APPENDIX A

Contact: The Moray Council, Education and Social Care **Address:** Council Office, High Street, Elgin IV30 1BX **Website:** www.moray.gov.uk
Telephone: 01343 563374 **Fax:** 01343 563990 **Email:** educationandsocialcare@moray.gov.uk **Hours:** 8.45am - 5.00pm Monday to Friday

Revised 02/12/2016

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	http://www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	01343 563374	http://www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	0870 054 9999 (school information line) Local school or 01343 563374	http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html
After School Clubs	01343 563374	http://www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	01343 563374	http://www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	http://www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	http://www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	https://www.scottishfamilies.gov.uk/
Children and Families Social Work	01343 563374	http://www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 563900 03457 565656 (out of hours) 101 (Police Scotland)	http://www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	01343 563144	http://www.moray.gov.uk/moray_standard/page_55486.html



Moray Council A-Z	Telephone:	Web page address:
Data Protection	01343 563374	http://www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	01343 563338	http://www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	http://www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Local school	http://www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	01343 563374	http://www.moray.gov.uk/moray_standard/page_43903.html
Home Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Instrumental Instruction	01343 563374	http://www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	01343 563374	http://www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	01343 557086	http://www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	http://www.moray.gov.uk/moray_standard/page_55829.html
Transport (Pupils)	0300 123 4565	http://www.moray.gov.uk/moray_standard/page_1680.html



STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 18/19

Context of the School:

Forres Academy is the second largest secondary school in Moray. The school serves a rich mix of communities along with its eight associated primary schools. Our school roll is currently 778 pupils. Our learners experience a broad, balanced curriculum leading to a full range of SQA qualifications and wider achievements. Most young people continue into S5 and many also go on to complete S6. We enjoy close and effective links with many partners including our local employers, Moray College, community agencies and our primary schools.

The Senior Management Team consists of the Head Teacher and 3 Depute Head Teachers. The Head Teacher and 1 of the Depute Heads were new into post in August 2018. The teaching staff of the school consists of 22 promoted members of staff and 41 class teachers. The school also has 28 members of support staff.

The school is at a shifting point, with a new Head Teacher now 1 year into post, an ambitious 3 year improvement plan based on open consultation and collaboration, is being formed for 2019-22.

Our Vision: *Forres Academy is a community where everyone is valued, respected, encouraged and inspired. We “Aspire to Inspire”*

Our Values: **Ambition, Respect, Resilient, Confident and Caring**



School Priority 1: Improve Learning, Teaching and Assessment	
<u>NIF Priority</u> NF 1 Improvement in attainment	<u>HGIOS?4 QIs</u> 2.2 Curriculum 2.3 Learning Teaching and Assessment
NF 2 Closing the attainment gap	
<u>NIF Driver</u> Assessment of children’s progress	<u>Moray Priorities</u> Raising Attainment and Achievement Curriculum
Information	
<p>Progress and impact: BGE Tracking and Monitoring has been improved with the addition of data by staff to indicate target levels and pupils’ rate of progress as well. This has assisted in identifying pupils who are underachieving.</p> <p>The new curriculum structure under the 33 period week was reviewed and showed need and desire for BGE improvements in depth and challenge of learning and opportunities for meaningful IDL. In the Senior Phase, Departments identified alternative Level 4/ 5/6 awards that can be used as alternative courses or additional qualifications. DYW (wider achievement) courses in S4-6 have expanded and are accredited.</p> <p>There have been two periods of whole school L&T observations supported by the school QIO, alongside departmental Learning and Teaching focuses. The quality of teaching is varied and requires a better level of consistency. A wide range of learning experiences are evident in classes, learners can speak about the knowledge they are gaining and the skills they are developing. There is good use of questioning by teachers. Most learners are clear on the “what” and “how” of their learning but not so sure of the “why”. Almost all young people feel their work at school is hard enough. The majority of staff feel young people engage well with their learning.</p> <p>Next steps: In the BGE we need to strengthen pupils understanding of their levels and progress and increase our focus of BGE target setting and learning conversations. We are moving to the use of Tracking reports twice a year in the BGE. This should help pupils, parents and staff to be clear with attainment, targets and next steps. A particular emphasis will be on increasing parents understanding of progress in attainment and how they can best support their children at home. We will be working to becoming a more data rich school.</p> <p>The Curriculum improvement group will continue to support departments to develop term 4 of S3 to provide a more meaningful experience involving accreditation, IDL opportunities and community events. Departments will be moving to a position of increasing attainment by ensuring meaningful fall back positions and alternatives in senior phase courses as well as meaningful additional accreditations and qualifications for pupils.</p> <p>There is a clear need to refocus on pedagogical practices to strengthen our Learning and Teaching and to ensure consistency. A refresh of the school L&T policy in line with Moray update policy will form a major area of upcoming improvement alongside developing teacher and pupils roles as leaders of learning.</p> <p>ASG curriculum working groups will allow better planning and progression for pupils learning across the ASG.</p>	



<p>School Priority 2: Improve Leadership of learning and change</p>	
<p><u>NIF Priority</u> NF 1 Improve attainment NF 4 Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p><u>HGIOS?4 Qis</u> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching + Assessment</p>
<p><u>NIF Driver</u> School leadership Teacher professionalism Parental Engagement</p>	<p><u>Moray Priorities</u> Learning and teaching / Self Evaluation for Self-Improvement Leadership at all Levels</p>
<p>Progress and impact: Forres Academy has a clear vision of “Aspire to Inspire” underpinned by our 5 core Values of Ambitious, Caring, Respectful, Confident and Resilient. These were established 2 years ago following a full consultation with all stakeholders. These continue to be a key driver underpinning our approaches to learning and teaching, positive relationships and our curriculum planning. Most staff state that the schools vision and values underpin their work. The school is at a shifting point with a new Head Teacher and a new DHT in the SLT team. From the HT and SLT there has been a big focus on building strong, authentic, collaborative leadership. There is a clear change beginning to be felt within the culture of the school with greater openness and empowerment for the entire school community. A full stakeholder survey was carried out involving all pupils, parents, staff and partners to help us identify our key strengths and areas of improvements. Parent and pupil focus groups also fed into this. This has helped us have a clear vision of our priorities over the coming 3 years. A solid base of strong relationships over the school community has been established, this will help us push forward major school developments around the school in the community; staff empowerment and leadership; student voice and leadership; learning and teaching and raising attainment. Pupil leadership is strengthening with the appointment of a team of senior school captains who will be developing pupil voice throughout all years in the school over session 2019-20. There is active pupil leadership in a variety of school groups, including the Mental Health Ambassadors, Acceptance of All group and our Young Leaders of Learning. Our current Pupil Forum carried out a full evaluation using How good is OUR School which will be used as a base line to measure our success in improving over the coming year.</p>	
<p>Next steps: Incorporate our shared vision and values into a relaunch of the Promoting Positive Behaviour Policy for session 2019/20. Make the local community more aware of and more involved in the vision, values and activities of the school. Use our strengthened pupil voice and pupil leaders to help establish a true sense of belonging for the pupils of Forres Academy. Work together to become an empowered school.</p>	



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Forres Academy SIP 2019-2022



Raising and attainment and achievement by :

<p>Ensuring high quality learning experiences</p> <ul style="list-style-type: none"> * New L&T policy is developed for Forres Academy in-line with the expected update to Moray Council policy. * Clear calendar of robust and supportive L&T visits and observations throughout the year - within and beyond the school. * L&T working group to investigate, develop and support staff on strengthening our pedagogical understanding and approaches. * Develop a strong sense of teachers as leaders and young people as leaders within the lessons. * Pupils, parents and staff are clear with attainment, targets and next steps through new ways of TMR and sharing information. 	<p>Strengthening our leadership at all levels and our approaches to improvement</p> <ul style="list-style-type: none"> * Strengthening pupil leadership and developing true and meaningful pupil voice. * Pupil voice reflected clearly in school and departmental improvements and self-evaluation. * Develop calendared approaches to both school and department self-evaluation ensuring meaningful engagement with pupils, parents and partners. * CLPL opportunities that promote leadership at all levels of teaching staff.
<p>Ensuring an effective curriculum results in strong outcomes for all learners</p> <ul style="list-style-type: none"> * Continue to investigate and improve our senior phase offer with the development of alternative level 4/5/6 courses. * Investigate and improve our curriculum structure to ensure meaningful pathways that maximise attainment for all our learners. * Focus on our BGE progressions and attainment through collaborative working with our ASG primaries. * Investigate and develop opportunities for meaningful IDL within the BGE. * Increase pace and challenge within our BGE and acquiring accreditation where appropriate. * Develop a clear curriculum rationale that reflects the needs of our school. 	<p>Ensuring wellbeing, equality and inclusion is at the heart of our school</p> <ul style="list-style-type: none"> * Embedding, reviewing and developing the new positive behaviour system, based on relational approaches. * Ensure consistency of expectations and understanding of the new behavior system over the whole school community. * PEF posts of HSLW and Inclusion Project Worker to support the school community in lowering our attainment gaps. * Increased differentiation to ensure the curriculum and courses are accessible to all learners. * Improve our approaches to primary-secondary transition. * Investigate and improve our approaches to information sharing of pupil needs.



