The graphic features a large, light purple diamond shape with a double border. Inside the diamond is a stylized, light purple outline of a mountain range. The text 'Culloden Academy School Handbook' is centered over the diamond in a large, bold, black sans-serif font.

Culloden Academy School Handbook

**Updated: December 2022 for
session 2023/24**

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Please note that whilst information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter covered within this handbook. We will endeavour to communicate such changes through newsletters, the school website or via a direct letter to parents depending on the change.

Basic contact information

Name: Culloden Academy

Address: Keppoch Road, Culloden, Inverness, IV2 7JZ

Telephone: 01463 790851

Website address: <http://cullodenacademy.com/>

Email contact: culloden.academy@highland.gov.uk

Facebook : <https://www.facebook.com/CullodenAcademySchool/>

Head Teacher: Dr J Vance

Culloden Academy is a non-denominational secondary school catering for S1-6 (approximately 11-18 year olds). As of September 2022, the school roll was 1125 pupils and we have a rising roll which will require further development of the buildings in the near future. Gaelic is taught as part of the Broad General Education (BGE) curriculum, though there is no Gaelic medium teaching.

The Parent Council can be contacted via the school email address above or directly at cullodenacademyparentcouncil@gmail.com. Minutes of meetings and other information are stored on the Parent Council section of the school website. To sign up to receive information emails from the parent council, please use the mail chimp tab on the school website.

Parental communication with the school

- i) **Visits:** In the case of a parent whose child has been offered or is seeking a place at this school which is outside their catchment area, if they wish to visit the school please get in touch at the phone number above and give details of the child or children and contact details. Thereafter, the Depute Head for Pupil Support will get back in touch to arrange a time for a visit to the school. Parents who live within the catchment area will have the opportunity to visit the school during the P7 induction process.
- ii) **Concerns and Complaints:** If parents are concerned about some aspect of their child's in-school experience they should in the first instance speak to or write to their child's Guidance Teacher. Depending on the nature of the concern it may be dealt with by the Guidance Teacher, one of the Depute Head Teachers or the Head Teacher- you will be advised of who is dealing with it. The school will get back in touch with you with such information as we can share when resolving the situation and to give you the chance to confirm whether the matter has been addressed or you remain dissatisfied and believe further action is required. Should the situation remain unresolved, parents can contact the south Area Education and Learning Manager Fiona Shearer at Fiona.Shearer@highland.gov.uk.
- iii) **Transport:** Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk

Absences

Education Scotland (2021) states *'All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school in order to encourage good attendance. Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.'*

To support young people and families we will now use the following system:

During weekly caseload meetings with Year Heads and Guidance staff, each pupil of concern will be identified as; 0

Green – Guidance staff will make pupil aware of attendance rate and discuss their concerns. This will be monitored at weekly meetings.

If no change;

Amber – Meeting with Parents requested. Year Head and Practice Lead invited to meeting. Discussion around non-attendance/lateness. Targets put in place. At this point possible strategies or targets could be, moving class, use of inclusion support team, mentoring programme (senior pupils) or part-timetable.

If no change;

Red – Multi-agency support requested. Home visit by Guidance staff. Off – site provision to be explored.

Illness: Good attendance is vital if pupils are to achieve their full potential. We strongly encourage parents to ring or email the school on the first day of any unexpected absence. Equally, please let us know in advance if you are aware that your child will be off on a certain date- a note should be handed by the child to their register teacher. If we have not heard from you by the second day of an unexplained absence, we will contact you asking for clarification. On return to school, irrespective of any earlier contact, a note explaining the period of absence must be brought by the pupil. The note should be dated and give the dates of absence being explained therein.

If an absence remains unexplained to the school's satisfaction despite communications between the school and home, the school is required to record the absence as truancy. Cases of persistent absence have to be referred to the Education Authority.

Appointments: Doctors' and dentists' appointments should be made out with normal school hours. Where this is not possible, a pupil will only be released from school for such appointments on production of an appointment card or a letter from their parent/guardian. Pupils will not be excused classes to attend other appointments, e.g. Hairdresser, kilt-fitting, driving lessons etc..

Pupils must report to the school reception and 'sign out'. If returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.

Holidays: When parents are considering whether to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details please contact the school.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Parental choice – Placing Requests: Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child.

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Culloden Academy, in the first instance parents should contact the school's Pupil Support Depute, to discuss if there is space. If space is available then their Placing Request Application should be submitted to the Area Education and Learning Manager, Fiona Shearer. Placing request forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Parental Involvement

i) Parent Council

All parents who have a pupil at the school are automatically part of the Parent Forum. The views of the Parent Forum are represented by a Parent Council which is made up of a group of parents who meet once a term with the Head Teacher. All parents are welcome to attend parent council meetings. Culloden Academy Parent Council links to other schools via the Highland Parent Council Partnership (www.highlandpcp.org.uk) and the National Parent Forum of Scotland (www.npfs.org.uk). The Parent Council can be contacted via the generic school email address on page 3 or directly at cullodenacademyparentcouncil@gmail.com. Minutes of meetings and other information are stored on the Parent Council section of the school website.

ii) Direct school-parent links

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- i) **An annual report** of each learner's progress, strengths and next steps in learning for S1-3 pupils.
- ii) **Two progress reports** for S4-6. See Page 17 for details of when this report is issued for each year group.
- iii) **Parents' Evenings**. See page 17 for details of when each year group Parents' Evening takes place.
- iv) **Parental information evenings**. These cover a range of themes that we believe parents want more information on. These will include applying to University and further/higher education life, apprenticeships and college applications as well as a series- held one week before the official Parents' Evenings explaining the curricular stage that your child is about to enter.
- v) **Newsletters**. These are published on the website. You can request an emailed copy of all newsletters by signing up on the school website or by notifying us at culloden.academy@highland.gov.uk. Updates of school activities are available most days at our Facebook or Twitter page.
- vi) **Pupil planners** contain not only homework but a wealth of other useful information for parents.
- vii) **Our website** which contains news, key documents, the daily notices and links to other websites relevant to your child's education.
- viii) **A responsive Guidance Team** who serve as a first point of contact for any parental concerns and will make contact with home if concerns arise.
- ix) **Head Teacher's drop-in**. About once a month the Head Teacher is available from 4.30pm-6.30pm for any parents who want to drop in, without an appointment, to discuss some aspect of their child's learning. Details of these are published in the school calendar.
- x) **Progress Concern forms**. These are to ensure that pupils and parents are getting timely personalised information and strategies about the child needs to do to produce work of the

quality that we know they are capable of when they are in danger of underachieving. These are purely supportive and are not part of the discipline system.

- xi) **Winter weather arrangements** are covered on page 40. Please consult the phone line in the first instance as this is the first method of communication to be updated.

ii) Additional information to support learning.

Parents are encouraged to check Parentzone- a website for parents, run by Education Scotland, which contains up to date information on developments in Scottish education. It can be found at <https://education.gov.scot/parentzone/> Also, additional information and support on a range of issues is available from the Parentline website: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>


School Ethos

After consultation with pupils and staff we launched our shared Values in August 2022. Our values are Ambition, Community, Kindness and Respect.



Promoting Positive Relationships

Culloden Academy is working hard to be a nurturing school with a positive ethos. Our Promoting Positive Relationship policy is key to this and is based on restorative practice- the idea that we need to find solutions that all parties co-create and are responsible for, that we recognise the person as separate from their behaviour and that any harm done is repaired in the solution. The emphasis is strongly on a mutual respect leading to improved outcomes for all. Through solution focussed meetings we aim to address all barriers to learning and ensure learners wellbeing. The Pupil Support Team ensure that all learners are emotionally well and there is a keen focus on mental health during PSE.



Culloden Academy - Promoting Positive Relationships Policy
"No significant learning can occur without a significant relationship."
Dr James Comer

Our Aim: Culloden Academy's values are: *Ambition, Community, Kindness and Respect.* All members of Culloden Academy school community will demonstrate these values at all times.

This policy will be based on Restorative Practice
Education Scotland state: "Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation." 2019

Stage 1 - Two clear warnings must be given by the class teacher and consequences of poor choices explained.

Stage 2 - If no change is observed a Reflective card is issued and the pupil is given up to 5 minutes to think outside the classroom. A restorative discussion follows and will be based on the school values. Demerit on Seemis, which will trigger a text sent home so that parent/carer is notified.

Stage 3 - If once they are back in class, there is no improvement then the pupil will be asked to leave the classroom and go to the PT if they can house the pupil. If not then they should be sent to the social area or to the seats outside Dr Vance's office if it's blocks 6&7 or there is no member of staff in the social area. Class Teacher should email all SMT and Office staff. Class Teacher then completes the SEEMIS referral.

Stage 4 - If the PTs have tried to support the Class Teacher in restoring the relationship several times and different strategies have been tried and evidenced then PT should refer to SMT.

August 2022
Review date: June 2023

You can also access the Council's anti-bullying policy at

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Community involvement

One of our main partners is **Highlife Highland**. They manage the community facilities outside school hours (swimming pool, gym and some 'dry-side' activities) and all community staff are Highlife Highland employees. If you want to know more about Highlife Highland, please check out their website <http://highlifehighland.com> or the noticeboards around the community entrance.

As a school we work in close conjunction with our ASG Primary Schools and a huge number of other local businesses, agencies, organisations and bodies to ensure that our pupils have a diverse and relevant learning experience. There are simply too many to list, particularly for fear of missing out key partners but information of the wide range of partnerships can be found on our school Facebook and Twitter pages.

If any parent/guardian believes that they, their business or their place of work could become involved in assisting the school by becoming one of our partners, please ring 01463-790851 and ask for an appointment with the Head Teacher to discuss it further.

THE CURRICULUM

The curriculum aims to give a broad and balanced education to all our pupils. It is based on national guidelines and also aims to offer a flexible pathway to future employment or further studies.

S1-3: A BROAD GENERAL EDUCATION

Throughout S1-3, pupils are taught specific subjects from all curricular areas as well as skills and attitudes which will be essential in the senior phase and later life. For the first three years all pupils study from all curricular areas although within this there is some specialisation in S2 and more in S3. Subjects studied presently are as follows:

English	Mathematics
Physical Education	Music
Science	Drama
French/Gaelic/Spanish	Geography, History, Modern Studies and RME
Business Education	Personal and Social Education
Art and Design	Technical Education

In addition all S1-3 pupils have opportunities to gain Wider Achievement qualifications. At S1-2 this is provided to all pupils and in S3 pupils select from a range of choices to best suit their interests.

S4

We have moved to a system whereby S4, S5 and S6 pupils are timetabled together. We see this as a way to protect pupil choice and increase single level delivery in an economic climate of shrinking resources.

In February of their third year pupils choose the subjects they wish to continue to study in S4. Parents should check the website for more information at this time. We build in as much flexibility and choice as possible into this process, though all pupils will normally continue to study core subjects such as Mathematics and English. These courses lead in the main to the new National qualifications- available at National 3, National 4 and National 5 level and increasingly we are adding National Progression

Awards at the various levels to broaden the opportunities for our pupils to succeed. Whether a pupil is entered for SQA Level 3, 4 or 5 will depend on their work and attainment throughout S1-3 and on how they perform in the early months of S4. Pupils will study for 6 National qualifications throughout S4. Only National 5 qualifications have an end of year exam as National 3, National 4 and National Progression Awards are entirely judged on assessment throughout the year.

Options can vary from year to year as we look to meet the needs of our learners and balance this with staff specialisation. Development work to allow the teaching of vocational courses on the premises means that last session we were able to introduce courses in Bakery, Practical Health Science and Bike Maintenance. The following subjects were offered to S4 pupils for 2020-21:

Accounting, Administration, Art and Design, Bakery, Bike Maintenance, Biology, Business Management, Chemistry, Cyber Security, Design and Manufacture, Drama, English, French, Gaelic, Geography, Graphic Communication, Health Sector Skills for Work, History, Laboratory Science, Mathematics, Modern Studies, Music, Music Technology, PE, Photography, Physics, Practical Electronics, Practical Health Science, Practical Woodwork, RMPS, Uniformed and Emergency Services, Spanish.

S5/6

Pupils study National 3-5, Higher and Advanced Higher courses usually up to a maximum of five subjects in any one year.

The choice and range of courses may vary from year to year depending on staffing and other resources. The S5/S6 course choice is subject to such constraints as the numbers of pupils opting to do a course. In most cases it should be possible to offer most options over the two years of S5 and S6 session. Currently the following subjects are on offer for year 2020-21:

Acting & Performance (Drama), Accounting, Administration, Art & Design, Bakery, Bike Maintenance, Biology, Business management, Chemistry, Construction Crafts, Cyber Security, Design and Manufacture, Drama, Economics, English, Excellence in Sport (PE), French, Furniture Making, Gaelic, Geography, Graphic Communication, Health Sector Skills for Work, History, Hospitality, Human Biology, Leadership (PE), Mathematics, Music, Music Technology, Music Performing, Modern Studies, Photography, Politics, Practical Electronics, Practical Health Science, Practical Theatre Preparation (Drama), Practical Performance and Health (PE and HE), Practical Woodwork, RMPS, Scientific Technologies, Spanish, and Travel & Tourism

A number of courses are usually available in collaboration with the University of the Highlands and Islands: *Psychology, Childcare, Sports Development and Programing.*

Once again, details are available on the school website at course choice time.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education forms part of Culloden Academy's curriculum and all S1- S3 pupils will have one block of RME each week. Religious, Moral and Philosophical Education is also available as an option choice in S4-6. Parents who wish to exercise their right to withdraw their child from RME should write to the Head Teacher making their request to have their child excused. All schools in Scotland are also required to "promote the spiritual development of all members of the school community and

express and celebrate the shared values of the school community" (*Education Scotland*). Culloden Academy's assembly programme currently includes speakers of different faiths working with particular year groups throughout the school year, addressing themes such as respect, compassion and making positive choices.

PERSONAL AND SOCIAL EDUCATION

All pupils have classes in Personal and Social Education (PSE) from stages S1 to S4. PSE covers work under the headings of Community, Health and Careers Education. The course is under regular review, taking on board national developments and pupil viewpoint to ensure the work delivered is relevant and engaging. Currently topics dealt with in these sections include careers guidance; smoking; alcohol; drugs and their effect on health; sex education; accident prevention; internet safety; study skills and consumer protection.

The content and approach of the course takes into account the age and stages of development of pupils so that while topics such as those under Careers Education may appear in years S1 to S4 the approach will be different each time, beginning with a general educational approach in S1, finally moving to specific job requirements in S2 and job seeking techniques such as interview skills in S4 and beyond.

SKILLS FOR LEARNING, LIFE AND WORK

Experiences which give pupils the opportunity to develop skills for learning, life and work are one of the major components of the new *Curriculum for Excellence* curriculum. It is an expectation that young learners, on their way to becoming successful learners, responsible citizens, confident individuals and effective contributors should develop the following skills:

Literacy skills

All staff and subject areas have a responsibility for teaching literacy. Teaching includes the basics, such as spelling and grammar, and also includes a wide variety of learner tasks which present opportunities for using language. The school has a Marking Key, which can be found on page 22 of the homework planner. The Marking Key is used in all subjects as an assessment tool for teachers and pupils to establish areas for development. All pupils have the opportunity to self and peer assess using the Marking Key, so that they have a clear idea of areas for improvement and next steps in development.

Numeracy skills

All staff and subject areas have a responsibility for teaching numeracy. Learner tasks within subject areas support and develop the four capacities and present opportunities to explore relevant topics, such as financial literacy. Our Maths department are also leading numeracy in-service training which will further enhance the teaching of basic numeracy skills in the Broad General Education. Information is shared with all departments, so that there is consistent usage across the school.

Health and Wellbeing skills

All staff and subject areas have a responsibility for teaching health and well-being. Health and well-being is defined in the broadest sense and not just seen as health and fitness.

Our annual sponsored hike and numerous charity events provide opportunities for pupils to develop their skills in relevant and stimulating contexts and develop the four capacities. The Broad General Education and senior curriculum have been redesigned to include a broader entitlement of health and well-being. House and Year Group assemblies provide opportunities for the celebration of achievement and promotion of values. The PSE course continues to be revamped which provides opportunities for pupils to reflect on their health and well-being and plan next steps in development.

Beyond these three core skills, as part of our Developing the Young Workforce strategy we are also charged with developing a very specific set of transferable skills. These skills are clearly identified in every classroom and referred to during lesson to ensure that the relevance of such skills are reinforced and their value in the workplace.



Career management is covered in many lessons in the Broad General Education phase and in a more focused way in Personal and Social Education in S3.

Working with others. Pupils will have regular opportunities to learn collaboratively and come to appreciate the complexities of working with other people- including sharing responsibilities, accepting different roles, having the courage of their convictions and being open to other people’s ways of learning and thinking.

Leadership. This is covered in a variety of ways- formal and informal. Pupils will have opportunities to experience formal leadership roles through participation in year group committees or by becoming a buddy to new S1 pupils, a prefect or a sports leader. Within lessons, there are regular informal leadership opportunities which all pupils will experience: presenting to the class, managing a group project or ensuring that deadlines are met for the production of an investigation summary.

Physical co-ordination and movement. These skills are developed by a variety of departments- PE, Drama, Health Food Technology (Home Economics as it used to be known) and through many of the extra-curricular opportunities that are available.

Enterprise and employability. Pupils will have planned opportunities to recognise need and opportunity, evaluate risk, take the initiative, be creative and resilient and show resilience, adaptability and a determination to succeed.

How pupils learn and develop:

Culloden Academy is committed to creating active and engaging learning experiences. We do this by employing a range of learning and teaching approaches, by creating real and relevant learning opportunities and by promoting learner choice. Learners will, when appropriate, have freedom of choice about reading material, projects, presentations and research topics. The amount of choice of subject increases each year as pupils become more secure in the Broad General Education and as they identify strengths and next steps in learning.

Pupil participation in planning what they learn comes from the use of learning intentions and success criteria which empower learners to identify their own future learning objectives.

Parental consultation about learning comes in the form of a parent comment section on all reports, occasional surveys, use of pupil planners to communicate queries or concerns to staff and through the Head Teacher's drop-ins. More comprehensively, however, we believe that parent consultation comes through having an open-door approach, responsive guidance and senior management team and by taking all opportunities to talk and work together to support learning.

This is a time of significant change in Scottish education and you may want further information about the Scottish curriculum or about your child's learning. If that is the case, I would suggest the following website as the most important one for information about the Scottish curriculum. This is the main source of parental information from Education Scotland- the organisation which advises, inspects and supports schools. <https://education.gov.scot/parentzone/>

Aside from that, please feel free to suggest topics you would like to see covered in an information evening or just drop in for a chat with the Head Teacher on one of her drop-in events.

Should there be any sensitive aspects of learning, departments will liaise with guidance staff to ensure pupils with particular issues are supported. If, however, you believe that your child was dealing with issues or content that you do not find appropriate then please inform the class teacher in writing of this. Any such information will be discussed at a departmental meeting and the head of department or guidance teacher will get back in touch with you.

As per government instructions, all pupils in the Broad General Education phase should receive a timetabled block of Religious and Moral Education. If you wish to exercise your parental right to withdraw your child from this, please write to the Head Teacher to inform her of this. If you want more information about the course before making a decision, please ring and ask for an appointment with Mrs Odette Gordon (Principal Teacher of Social Subjects) who will meet you to outline the units of work involved.

Assessment

Below I have copied (in italics) some of the key advice given by Education Scotland about assessment practices in school. After each statement, there is a brief description of Culloden Academy's work in this area.

- i) *Information from assessment serves several important purposes: to support learning (and) to give assurance to parents and others about learners' progress.*

Culloden Academy assesses and monitors pupil progress in a variety of ways. At all times the focus is on generating information which supports learning by identifying strengths, learning needs and strategies for bringing about improvement. Pupils and parents are encouraged to focus on the comments that go along with assessment throughout the year because it is much more important to know how to improve than it is to know how good you are four months before the exam. Research suggests that feedback rather than marks is much more likely to bring about improvement. If we accept that learning is a journey, then the comments are the signposts towards the chosen destination. This information may be generated at the end of a lesson when pupils are asked to review the learning intentions ("what we intend the pupils to know by the end of the lesson") and success criteria ("the steps that pupils need to take during the lesson to complete the learning intention"), but also it may be an end of unit test, a homework or a revision exercise completed in class. In all cases, the information about how to improve is the crucial piece of information.

- ii) *Above all else, assessment practices needs to meet learners' needs and enable all learners to achieve aspirational goals and fulfil their potential. Assessment practice should follow and reinforce the curriculum and promote high quality learning and teaching approaches.*

All assessments are a method of generating information about learning. The quality of the information is decided, to some extent, by the appropriateness of the assessment in terms of timing, language and environment. A 'fair' test of learning allows pupils to discover appropriate next steps in learning and move towards maximising their potential. Our assessments are carefully planned to follow and reinforce classwork which means that they have this idea of fairness and appropriateness built in. We are encouraged to assess what pupils say, make, write or do so as to give pupils the best opportunity to demonstrate their learning and to give teachers the best mechanisms for evaluating learning and identifying next steps. Please bear in mind the idea of learning being demonstrated by what they say, make, write or do when discussing learning with your child- even if they are not sitting many written tests but we are assessing their learning and skills development in a wide range of ways.

- iii) *Assessment also needs to support learning by engaging learners and providing high quality feedback.*

It has already been emphasised above that feedback is the key element of assessment. To further support high quality feedback, given at the right time, we use Progress Concern Forms. If a teacher becomes convinced that a pupil's current attitude or effort is leading them to underachieve, they use one of these forms to identify the nature of the underachievement and strategies to get that pupil's learning back on track. A review date is set and the information is shared with relevant staff and with parents. At the review if there is evidence of improvement, the process ends. If not then the head of department, guidance teacher and eventually senior managers will get involved to see how to bring about improvement. If, ultimately, the pupil has been entered for too high a level of national examination then a change of level discussion may be required.

- iv) *Assessment has to be fair and inclusive and allow every learner to show what they have achieved and how well they are progressing.*

In selecting the method of assessment (say, make, write or do) and the timing of the assessment, our staff take care to ensure that assessments are fair and inclusive. This is one of several reasons why it is very ill-advised to take pupils out of school during term time if it can be at all avoided. Should authorised absence mean that a pupil is not ready to sit an assessment an alternative time can almost always be arranged. The most obvious exceptions to this practice are the SQA exams when no rescheduling is possible.

- v) *Assessment which is used as the basis for awarding qualifications needs particular safeguards to ensure fairness to all candidates and give confidence to colleges, universities and employers.*

Scottish education has introduced national qualifications (National 1, National 2, National 3 and National 4) which are completely assessed in school. Some parents are worried about how employers will view the integrity of these qualifications. Please be assured that rigorous processes are required in all schools to ensure consistent and fair assessment judgements are made. Assessment decisions are sampled and checked by Highland Council employees and by the SQA themselves to ensure that pupils are being awarded qualifications at the standard warranted. The Higher exam remains unchanged- in that it still has an external exam- and it is to this exam universities and colleges look when evaluating applications.



CULLODEN
ACADEMY

Reporting

The school's arrangements for on-going and end of year reporting to a pupil's parent on that pupil's progress in curriculum areas, achievements and their future learning.

Reports

These are issued as follows during the session.

S1	May
S2	December
S3	February
S4-6	November and February

Parents' Evenings

Meetings to allow parents to discuss pupils' progress with subject staff are usually arranged at the following times during the session, precise dates to be notified in due course.

S1 Parents	November
S2 Parents	January
S3 Parents	February
S4 Parents	November
S5/6 Parents	December

Apart from these routine meetings, parents are most welcome to arrange appointments with the Senior Management Team or the Principal Teacher of Guidance for their child when required. The Head Teacher has regular drop-ins when parents can call in- without appointment- to discuss a concern or query about their child's education.

CULLODEN
ACADEMY

Transitions

P7 into S1

The transition process starts in October/November when Culloden staff meet with Primary Head Teachers/P7 Teachers for initial discussions about all learners, as well as identifying those that might require extra support with transition. This ensures that staff at Culloden are able to make provision for pupils who have more complex needs in advance of their arrival.

In November/December, the Guidance team at Culloden Academy receive the names of all pupils joining us the following year. At this stage, any pupils who have older siblings in the school are usually assigned to the same Pupil Support (Guidance) Teacher. This ensures that Guidance staff develop strong relationships with the families on their caseload.

During January and February the Guidance team will visit primaries to meet P7 classes. This provides pupils with an opportunity to meet a member of the Guidance team, listen to a talk about Culloden Academy, and to ask lots of questions. In February, we will also have a ceilidh event at Culloden for all P7 pupils. This provides the first opportunity for them to be together as a year group.

A transition pack is sent to parents in February which will include information about uniform, as well as order forms.

In March, enrolment forms are delivered to primary schools for distribution to parents.

In April, there is an information evening held for parents at Culloden Academy. This provides an opportunity to meet Guidance and ASN staff as well as the Depute Rector who will be the head of year for the new S1s. As well as meeting relevant staff, this gives parents the opportunity to tour the school, as well as discuss any concerns.

Around this time, we will create a google classroom, which all P7s will be invited to join. This provides a valuable forum for sharing information on all aspects of transition.

In May, primary schools will share information with Culloden about pupils' prior attainment. This helps ensure that pupils are appropriately supported and challenged academically when they start S1.

The P7 pupils attend Culloden Academy for three consecutive days in June. This is an opportunity for the pupils to experience life at Culloden Academy, start to find their way around, make new friends and meet their teachers. During this time, they are well supported by staff and senior pupils to ensure that their first real experience of life at secondary school is a positive experience. During their transition days, and for the first days and weeks of S1, pupils will be supported by S6 'buddies'. The buddies' role is varied, from escorting pupils to class each lesson for the first week that S1s are in the school, to supporting in tutor time with organisation and to supporting pupils at break and lunchtime. These buddies will have received training, and play a vital role in helping new S1s feel comfortable and secure in their new school.

Pupils who are coming from outwith the Culloden catchment area will be offered an additional transition day before the three days in June. This will allow them to meet other pupils and familiarise themselves with the building.

For some pupils, more support is needed to ease their transition. Some pupils will attend additional taster visits on a more informal basis organised by the Support Department. Some will take part in a summer activities week held here over the summer holidays to enable them to make friendships and to feel more confident in moving to a new school. Where there is a greater need, Culloden staff will do all they can to overcome anxieties and problems and so a wide range of bespoke support is available as required. Throughout P7, Culloden staff attend Transition meetings with the Primary Teachers, parents and any other relevant agencies to discuss any issues and find strategies to overcome them.

In September of S1, pupils will be surveyed on their experience of the transition process, to enable us to continuously monitor and improve our practice.

Transitions through and from the school: As pupils progress up the school, there are a number of transition stages. As pupils move from the Broad General Education (S1-3) into senior school it is crucial that advice is given to ensure suitable course choice. This maximises a pupil's chance of academic success. Advice on these transitions is given in a number of ways from a variety of people including Guidance staff, the Depute Rector, our partner Fionna Dowell from Skills Development Scotland and subject staff. This discussion is invaluable in ensuring that pupils make choices that will support their future career pathways as well as maximise their academic success. Much of this information is delivered on a Parents' Information Evening which takes place in advance of the traditional Parents' Evening meeting with class teachers.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

- high priority pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.
- medium priority are those not at risk but nevertheless requiring career planning support;
- low priority are pupils able to self-help.

The key Careers Adviser linked to Culloden Academy is Fionna Dowell. She is available through Guidance staff to advise on matters relating to career and curricular choice.

For the transition into work, further education or University every effort is made to support pupils and parents. Pupils are interviewed by their Guidance staff and offered further careers guidance from Fionna Dowell and other agencies as required.

The school actively advertises apprenticeships and looks to support the transition of pupils as school leavers in a number of ways. The school liaises with a number of outside agencies to ensure that all pupils have sufficient opportunities to access further training and for some pupils this starts in S4 with

the Vocational Pathways Programme. It is the aim of staff at Culloden Academy that all pupils leave Culloden with positive destination and the best possible qualifications. See <http://www.highland.gov.uk/learninghere/16pluslc/> for further information about Highland Council's support programme for school leavers.

Support for Pupils

All pupils have an entitlement to universal personal support during their time in education. For many, the support that they need is simply access to high quality learning experiences, a supportive school environment, support at key transition points and an identified key adult who they can discuss concerns and progress. We have four Guidance Principal Teachers and a Pupil Support Principal Teacher who all have skills, experience and an allocation of non-teaching time to help individual pupils on their caseload. This usually takes the form of advice about subjects or support with a problem. These staff are also responsible for the delivery of the Personal and Social Education courses in the school, a significant part of which is devoted to Careers Education. Guidance Teachers also provide references when required, for employment and college and university attendance. Guidance teachers take a particular interest in their pupils by monitoring behaviour, attendance and progress reports. Contact between Pupil Support staff and parents is always welcome and normally helps everyone involved.

Culloden Academy operates a house system, whereby there is a principal teacher of guidance for each house, looking after a group of pupils from each stage, S1 to S6. These houses are made up of the classes in which pupils meet for registration each morning. Children from one family will be placed with the same guidance teacher, so that parents need only be in contact with one person in relation to all members of their family. Merits and inter-house competitions throughout the session give a healthy competition to some aspects of school life and these all build towards the crowning of annual House Champions in June of each year.

Principal Teachers of Guidance/Pupil Support are as follows:

Mr G Skinner	Dalcross (DC)
Mr S MacDonald	Rait (RT)
Mr K McKnight	Kilravock (KR)
Mrs J Watt	Cawdor (CW)
Mr R Wilson	Strathnairn (SN)
Mr D Munro	Brodie (BD)
Mrs F Jarnes	ASL

Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse or are at risk. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. More information about Child Protection Procedures within Highland can be obtained from http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection or the Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463-703483.

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with your child's Guidance Teacher if you have any concerns.

Pupil Support- Additional Support Needs

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's Guidance teacher or key worker in the first instance. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Information about the 2009 Additional Support for Learning Act

2009 Additional Support for Learning Act: <http://www.legislation.gov.uk/asp/2009/7/contents>

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after or accommodated by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move

through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.

- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

The school supports learning at all stages. The aim of the Pupil Support Department is to provide a continuum of teaching and learning so that all pupils may progress as appropriate to their own stages

of development and levels of ability. Our school provides an inclusive environment and experience for all our pupils. An integrated approach to Pupil Support is well established.

"Additional Support Needs" is the term used to describe varying degrees of learning difficulty, which can include short term difficulties related to a particular area of the curriculum, physical impairment, developmental delay and specific difficulties, e.g. dyslexia. However, this does not necessarily imply a lack of ability, and the SFL Department works with pupils across a broad ability range. Some pupils with particular difficulties hold a Record of Need which is a legal document supporting the pupil through the school with the appropriate provision of services. Individual Education Programmes are also used to make sure pupils' needs are met in the right ways across the curriculum.

The provision for pupils with additional support needs is wide ranging and flexible. It includes in-class support, tutorial groups within the Support department, one to one meetings with the key worker, quiet rooms for reflection and down time as well as supervised social areas to promote positive peer interactions.

Support is offered throughout the school across a variety of subjects, in addition to spelling, paired reading programmes, homework clubs and study support. Support for emotional, personal and behavioural difficulties is also provided.

Staff supporting learning use a variety of approaches. Sometimes they engage with subject specialist staff give direct tuition to pupils, sometimes they take part in co-operative teaching. On other occasions they provide short-term special services to absentees and provide staff with advice and in-service support. The department, in conjunction with the Principal Teachers of Pupil Support/Guidance for each House, also supports children with behavioural difficulties by counselling and target setting.

The multi-agency School Liaison Group/Solution Focussed group brings together professionals from several agencies – Health, Medical, Psychological and Social Work Services to consider and plan support for pupils and their families. For some youngsters, where support is needed by this group pupils and parents are invited to become closely involved in planning suitable support at school and at home.

How is information identified and shared? At transition, information such as any additional support needs are gathered from the previous school and evaluated. The liaison between the schools is crucial in ensuring that existing assessments, diagnosis and successful strategies are carried forward with the child. This enables staff at Culloden Academy to meet the needs of the pupil.

Pupils with additional support needs will be assigned a key worker, this is a member of the Support Department who will be the link for the pupil, family and staff and this key person will co-ordinate the support required. In addition to this, the Principal Teacher of Pupil Support will also take a strategic overview of each pupil to ensure that needs are met and academic potential is maximised. Culloden Academy has very strong links between the Support for Learning and Guidance teams and both can be contacted by the family to discuss any issues.

If your child is identified as having additional support needs, once a key worker has been identified that person will make contact with you to discuss your child's needs, the support being offered and hopefully to begin to establish a good working relationship.

Weekly Child Planning Meetings enable staff, outside agencies and families to respond to changes in need, circumstance or provision and are an invaluable tool in keeping all parties informed of developments and responsive to change.

“What should I do if my child's support needs to change?” If the pupil is already part of the Support Department and parents believe they need increased support, parents can contact the Key Worker directly or the Principal Teacher of Support for Learning. Alternatively the Guidance Teacher can be contacted and a joint meeting arranged.

If the pupil is not currently aided by the Support department but a parent believes that additional support is required, the Guidance teacher should be the point of contact. They will be able to discuss your concerns and initiate the most appropriate next steps. This is likely to involve assessment by members of the Support Department and potential involvement of outside agencies or partners.

At all points of this process, the Guidance Teacher is available to support the pupil and to advise families on the next steps and possible strategies.

What are the on-going support arrangements for pupils? The Guidance and Pupil Support teams work closely together to ensure that pupils receive appropriate level of support to meet their needs. These staff will remain with the child throughout their academic career at Culloden Academy and this enables pupils, staff and families to develop strong relationships.

In addition to this, all pupils have a large support network within Culloden Academy. Each pupil is part of a tutor group and this helps to develop social bonds. They will meet with their tutor teacher every day and this constant presence fosters a strong pupil-teacher relationship. The tutor group is also part of a house system and this community supports each pupil and celebrates their successes. Each house has a Head of House who is the Guidance Teacher. Each Year group has a Year Head, who are Depute Rectors. This layered support ensures that each pupil has a variety of key adults whose responsibility it is to support and care for them.

How should I contact my child's key worker? It is possible to contact all of the key adults mentioned above in a variety of ways. For many, telephoning the school is the quickest and most convenient method. The reception staff will direct your call or take messages when staff are not immediately available. The school telephone number is 01463 790851.

Alternatively, you can write to the member of staff via the school address email address given at the start of this handbook.

These methods are simply the first contact and we encourage parents to use these to make arrangements to meet staff at a mutually convenient time to discuss any issues you may have.

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN:

- (a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
- (d) Scottish Child Law Centre, an organisation providing free legal advice to young people

CULLODEN
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School Improvement

This year we have started a three-year improvement journey focused on the school's own raising attainment strategy. Details can be seen in the School Improvement Plan, but the headline messages are included below.

<p>1) Pedagogy</p>	<ul style="list-style-type: none"> • Staff engagement with the GTC Standards and key messages from HGIOS 4 continues to be supported. • Teaching Sprints become embedded in the culture of the school to facilitate meaningful dialogue. • Differentiation will remain an improvement priority for all departments next session. • Staff explore new pedagogical approaches and have the time and confidence to trial them
<p>2) Ethos</p>	<ul style="list-style-type: none"> • Continue to develop the Promoting Positive Relationships initiative to ensure consistency and equity across the school. • Continue to develop as a Rights Respecting School. • Strengthen our culture to become a nationally recognised 'nurturing school' • Use the new House system to develop pupil engagement and to celebrate success
<p>3) Curriculum and Assessment</p>	<ul style="list-style-type: none"> • Departments revisit their curriculum- is the BGE experience making our young people N5 ready? • Engage with national debate about the OECD-led review of the curriculum. • An audit of skills development through the curriculum needs to be carried out • Departments review their senior phase curriculum to ensure progression routes for all learners. • Departments must be able to promise a learner that if entered in a recommended course they will experience success at some level by end of session.
<p>4) Performance Information</p>	<ul style="list-style-type: none"> • Gather staff views about the effectiveness of the data made available this session and refine as required. • Ensure all staff are aware of and invested in the performance of pupils whose learning is affected by the poverty related attainment gap. • Departmental QA reporting and the whole school Standards and Quality Report will all include a range of qualitative and quantitative data. • Use attainment data to review the effectiveness of our BGE curriculum and Senior Phase configuration.

School Policies and Practical Information

Policies

Culloden Academy adheres to the standards and guidelines of Highland Council in all our practices. Therefore any parent wanting clarification on school procedures should check the appropriate section of the Highland Council website: http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines where links to all authority policies can be found.

Practical information

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment.

Pupils who are under 16 years of age and wish to have part-time jobs need their employers and families to complete an Employment form. This can be downloaded from the site below or obtained from Miss Forrester. Completed forms need to be returned to Miss Forrester for authorising and forwarding to Highland Council.

For further information please see:

http://www.highland.gov.uk/info/1125/licences_permits_and_permissions/23/employment_of_children

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2020/2021 pupils born between 1st March 2001 and 30th September 2003 can receive payments from August 2020. Pupils born between 1st October 2004 and 28th February 2005 can receive payments from January 2021. Further information on full eligibility criteria and application forms can be obtained from the school or at

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well

in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities. This uses the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:

(<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with

relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.



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School Library

Culloden Academy Library exists to support the learning and leisure reading of all of our 1,110 pupils from S1-S6. All pupils have access to a free library card and may borrow books from our well-stocked library at any time. Pupil library cards are also linked to the Highlife Highland Libraries network and may be used at any of Highlife Highland's 40+ static libraries and mobiles.

Network Librarian, Mrs M Gowans is responsible for the school library in addition to the local public libraries in the ASG and is supported by a Library Assistant. A member of the libraries team is available throughout the school day to sign out books or assist pupils with queries and offer advice on reading or research.

The school library has a webpage which is accessible from the main school website and can also be accessed here: <https://cullodenacademylibrary.wordpress.com/>

Collections

The library offers a range of collections to support pupil research and leisure reading. Our collections include:

- **Fiction** (Suitable for all pupils; general Young Adult fiction)
- **Senior Fiction** (Suitable for pupils in S5-S6; includes classics, prize winners and Commonwealth fiction)
- **Non-Fiction** (Information books most likely to be used for research but also for leisure reading)
- **Biography** (Books on the lives of interesting individuals)
- **Graphic Novels and Comics** (Graphics-based fiction very popular with our readers)
- **Electronic Reference Sources** (Available through the public library website <http://www.highlifehighland.com>)
- Some material in large print as well as languages other than English

Services

Most pupils come to the library to borrow books, but there are other services that the school library provides. These include but are not limited to:

- Registering new borrowers and handling queries related to Highlife Highland libraries borrower accounts
- Suggestions for further reading based on pupils' interests and reading level
- Assistance with research, copyright issues and avoiding plagiarism
- Providing supervised study space before school, during breaks and after school
- A place to relax and chat about books and writing

Using the Library

The school library is open to pupils from 8.30-4.00 during school days and is closed during school holidays. It is not open to the general public. When using the school library, we ask pupils to please observe the rules below so that everyone can enjoy using the space as much as possible:

- Please come to the library prepared to study or read
- Food should be eaten downstairs in the social area – drinks in sealed containers are fine
- Work quietly so as not to disturb others
- Library computers are to be used for school work; no games are allowed
- Up to four pupils per table and two per computer, please
- All books **must** be signed out before leaving the library and are the responsibility of the pupil borrowing them until they are returned
- Please tidy all chairs away to their proper place after use
- Any books needing to be tidied away can be left on the trolley near the desk; please leave the shelves as you find them
- If you need help, please ask.

Volunteering

There are opportunities for pupils to volunteer, both through the school library and the public library. Vacancies may be limited but have included doing library work towards Duke of Edinburgh and Saltire Awards and participating in programming at the public library. Speak to Mrs Gowans for further information.

CULLODEN
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Extra-Curricular Activities

In addition to the formal classroom education, a great deal of learning goes on through the many clubs in existence in school. These activities generally occur at lunch-time, but after school matches and practices also take place. Clubs in operation are listed below:-

Culloden Academy Extra-Curricular Timetable 2022-23						
DAY	ACTIVITY NAME	YEAR GROUPS	LUNCH/ AFTER SCHOOL	TIME	LEAD TEACHERS / SUPPORT	LOCATION
Monday	Badminton	S1	Lunchtime	1.25 - 2.00pm	Mrs Marsden / Miss Machin	Games Hall
	Running Club	S1-S6	Lunchtime	1.25 - 2.00pm	Mrs Urquhart / Mr Windsor	Outside
	Boys' Football	S1 (Every second week)	After School	3.40 - 4.30pm	Mr Brown	Games Hall
	Crochet Club	S1 – 6	Lunchtime	1:15 – 2:00pm	Miss MacLeod	Room 111
	Choir	S1 – 6	Lunchtime	1:30 – 2:00pm	Dr Ledingham & Ms McMorran	Music Room 62
	Wind Band	S1 – 6	Lunchtime	1:15 – 2:00pm	Mrs Aldred/Mr Farmer (Starting in Term 2)	Music Room 63
Tuesday	Badminton	Seniors	After School	3.40 - 4.30pm	Mr Calder Miss Machin/Mrs Blake	Games Hall
	Badminton	S2	Lunchtime	1.25 - 2.00pm		Games Hall
	Boy's Football	S2	After School	3.40 - 4.30pm	Mr Brown / Simon Kerr	Outside
	Girl's Football	S1 - S6	After School	3.40 - 4.30pm	Miss Cooper Miss Boa / Miss Munro	Outside
	Creative Ceramics	S1 – 3	After School	3:40 – 4:30pm	Ms Reid & Holly Doherty	Art and Design Department
	Funk Band	S3 – 6	Lunchtime	1:30 – 2:00pm	Miss Munro	Music Room 64
	Culloden Trad Group	S1 - 6	Lunchtime	1:30 – 2:00pm	Miss MacKinnon	Music Room 63
	Science Club	S1 – 3	Lunchtime	1:30 – 2:00pm	Mr Angus and Dr Ross	Room 29
	FilmG Club	S1 – 6	Lunchtime	1.30 - 1.50pm	Miss MacRae & Miss Thomson	Room 244
	Musical Rehearsals	S1 - S6	After School	3.45 - 5.00pm	The Musical Team	Theatre

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Wednesday	Girl's Netball	S1-S6	Lunchtime	1.25 - 2.00pm	Miss Scott	Games Hall
	Shinty	S1-S2	Lunchtime	1.25 - 2.00pm	David Shaw	Small Gym
	Boy's Football	S3 (Every second week)	After School	3.40 - 4.30pm	Mr Brown	Games Hall
	Girl's Basketball	S1-S6 (Every second week)	After School	3.40 - 4.30pm	Miss Carson	Games Hall
	Music Tech Club	S2/3	Lunchtime	1:30 – 2:00pm	Leah Hardwick and Summer Simpson (Music Prefects)	Music Room 65
	Guitar Group	S1/2	Lunchtime	1:30 – 2:00pm	William Scully (Music Prefect)	Music Room 63
	ECO Group	S1 – 6	Lunchtime	1:15 – 2:00pm	Mrs Sinclair & Mrs Marsden	Room 11
Thursday	Dodgeball	S1	Lunchtime	1.25-2.00pm	David Shaw	Small Gym
	Volleyball	S1-S6	Lunchtime	1.25-2.00pm	PE Staff	Games Hall
	Boys' Basketball	S1-S6	After School	3.40 - 4.30pm	Mr Sharkey	Games Hall
	Debating Club	S1 – 6	Lunchtime	1.15-2.00pm	Miss Boa & Miss Slater	Room 227
	Rights and Equalities Group	S1 – 6	Lunchtime	1:15 – 2:00pm	Ms Cavellini, Mrs Skinner, Mr Wilson	Room 224
	Mikeysline Youth Champions	S1 – 6	Break Time	11:20 – 11:35am	Mr Munro	Room 12
	Young Enterprise	S6	Lunchtime	1:15 – 2:00pm	Mrs Macintosh / Miss Thomson	Room 245
	Art Club	S1	Lunchtime	1:15 – 2:00pm	Ana Gilfeather, Chloe Eckworth & Wiktoria Laszcka	Art and Design Department
	Musical Rehearsals	S1 - S6	After School	3.45 - 5.00pm	Musical Team	Theatre
Friday	Strength and Conditioning	S1-S6	Before School	07.45-8.25	Miss Doran	Small Gym

The enthusiasm and commitment of teachers and staff who give up their own free time ensures that these opportunities can be offered to our pupils.

Pupil representation

This session Culloden Academy has introduced a new pupil representation system to give more opportunities for pupil leadership and to ensure that the pupil voice for all year groups is heard.

S1 and S2 will have Pupil Council's and these will be chaired by members of the S3 Junior Leadership Team. S4 will have a Pupil Council, there will be a S5 Leadership Team and S6 are represented by the Senior Prefect Team which includes the Head Boy and Head Girl.

Less formally, heads of department regularly survey focus groups of pupils about their experience in the department and about the ethos and quality of learning and teaching.

Finally, the Head Boy, Head Girl and senior prefects regularly represent the pupil body at public gatherings and have regular meetings to bring forward pupil issues to the school's senior management team.

School Merits/ House Points

In session 21-22 relaunched our House points system. Staff and pupils have agreed the main priorities that the new system needs to deliver. These are that:

- The results are visible and reported to pupils in the moment
- Pupils have a sense of ownership or at least involvement
- It is easily accessible to staff.
- It is meaningful- it is genuinely and transparently about recognising the good that young people do.

We will invite feedback at the end of session and continue to develop the system thereafter.

Health Promoting School/School meals

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. S1 pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.30/£2.55 for pupils. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

https://www.highland.gov.uk/info/878/schools/9/school_meals. Application forms are available from the school reception. Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see: http://www.highland.gov.uk/info/878/schools/9/school_meals/2

Lunchtime Choices

Parents are responsible for pupils who decided to go outwith school grounds at lunch time.

Breakfast Club

Pupils and staff can have a breakfast from a wide ranging menu at a subsidised rate.

Breakfast Club runs each day from 7.55am - 8.35am.

LUNCH TIME MENU

Please Ctrl + Click on the following link for prices and sample menus which are also available in Gaelic or Polish:

http://www.highland.gov.uk/downloads/download/9/school_menus



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School Hours

Monday-Thursday

8.35 - Warning Bell

8.40 - 8.50 Tutor time

8.50 - 9.40 Block 1

9.40 - 10.30 Block 2

10.30 - 11.20 Block 3

11.20 - 11.35 INTERVAL

11.35 - 12.25 Block 4

12.25-1.15 Block 5

1.15-2.00 LUNCH

2.00-2.50 Block 6

2.50-3.40 Block 7

Friday

8.35 - Warning Bell

8.40 - 8.50 Tutor time

8.50 - 9.40 Block 1

9.40 - 10.30 Block 2

10.30 - 11.20 Block 3

11.20 - 11.35 INTERVAL

11.35 - 12.25 Block 4

12.25- Lunch and home

School Term Dates: https://www.highland.gov.uk/info/878/schools/32/school_term_dates

School dress code

Culloden Academy has a dress code which we wear with pride. Amongst the reasons we are strongly in favour of a school dress code which all pupils follow are the facts that:

- It improves school security by making it easier to identify intruders.
- It is better value than clothing pupils may press parents to buy for school.
- It will give greater equality of appearance and discourage remarks about who can or cannot afford designer clothes.
- It gives a sense of community and a simple focus on what matters- learning.
- It encourages better conduct and improves the atmosphere for learning.
- It could help to reduce truancy by identifying pupils when not in school.
- It heightens the reputation of the school in the community- some of whom are future employers of our young people.

The agreed school dress code for Culloden Academy is:

- Girls' Cardigan or V neck Jumper black or purple or Boys' V neck Jumper black.
- Shirt/blouse black or white.
- Trousers/skirt- black only.
- Tie (all pupils are expected to wear the school tie) S5/6 purple, S1-4 striped.

We recognise that some parents find the cost of the official school-wear prohibitive and have decided to buy jumpers and polo shirts from other sources which do not have the Culloden Academy logo on them. This is acceptable- so long as they are plain and do not have any other logo on them. For the reasons outlined above, all pupils should be clearly identifiable as a pupil of Culloden Academy and so I would ask that all pupils are wearing the school tie or as a minimum have at least one item with a logo on it or. Please speak to your child's guidance teacher if there are any difficulties with school clothing as discreet help can be provided.

SPECIAL CLOTHING

Physical Education

1. All pupils should take part in P.E. courses to the best of their ability within any physical or medical constraints which may apply.
2. A suitable change of clothes should be brought for the activity studied.
 - a) Games (Football, Hockey etc.) Long sleeved top, shorts, socks, boots or training shoes and towel - we advise tracksuit or similar for cold weather.
 - b) Games (Badminton, Volleyball etc.), Health and Fitness (Aerobics, Weight-training etc.) and Creative and Aesthetic (Gymnastics, Dance etc.) - Tops, shorts, socks and training shoes (not black soles).
 - c) Aquatics (Swimming, Life-saving etc.) Swimming trunks or one piece costume and towel.
3. When a pupil cannot participate in the active part of P.E. due to illness or injury, a note from home should be brought explaining the extent and likely duration of the medical complaint. Such pupils should be prepared to officiate. If pupils return to school before they are entirely

recovered from viral infection such as 'flu' they will still be expected to study the activity in the usual area of work. They will be required to participate, although not fully, and should come prepared with the appropriate clothing. This must include waterproofs if the activity is to be outdoors. Pupils may be excused on a regular basis only if there is a valid medical reason supported by a medical certificate.

Practical Cooking/Hospitality

Most of the course involves practical food work. In order to take part the pupils must be appropriately dressed and kitted out, i.e. they should:-

- Wear safe clothing (*)
- Have hair tied back
- Have unpolished nails
- Remove sweatshirt/hoodie/outerwear
- Bring a suitable food container (**)

* *Safe clothing is a shirt, school polo shirt or a cotton T-shirt. An apron will be provided.*

** If pupils are unable to provide an ovenproof dish when required, a small foil container and lid can be provided.



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Winter weather arrangements

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:-

- please ensure that we have an alternative address, as close as possible to the school, which may be used by your children in emergencies. Pupils are issued with a request form to gather this information so that our records are up to date
- we will advise you of local arrangements for school transport and any special arrangements in the event of adverse weather.

We have an established system of communication with parents and transport operators and we seek to ensure that parents are fully informed of the arrangements. Parents are asked to use the phone-line as the main source of information: Telephone **0800 564 2272** and when asked enter the Culloden Academy pin number: **041000**

The main Highland council website www.highland.gov.uk will also carry details of any school closures.

Stagecoach run a Facebook and Twitter page but the school does not directly upload information to it.

Finally, when weather conditions are poor local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

BBC Radio Highland broadcasts updates at 6.55 am – 7.00 am, 12.55 pm – 1.00 pm, 4.55 pm – 5.00 pm and 7.50 pm – 8.00 pm. In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.

Parents should note differences between contract vehicles and public service vehicles. Drivers of contract vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of public service vehicles must travel their normal routes and cannot make special provision for the individual pupils.

Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible. When weather conditions are poor, parents should arrange to have children met at the “drop-off” point, especially where public service transport is used.



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