

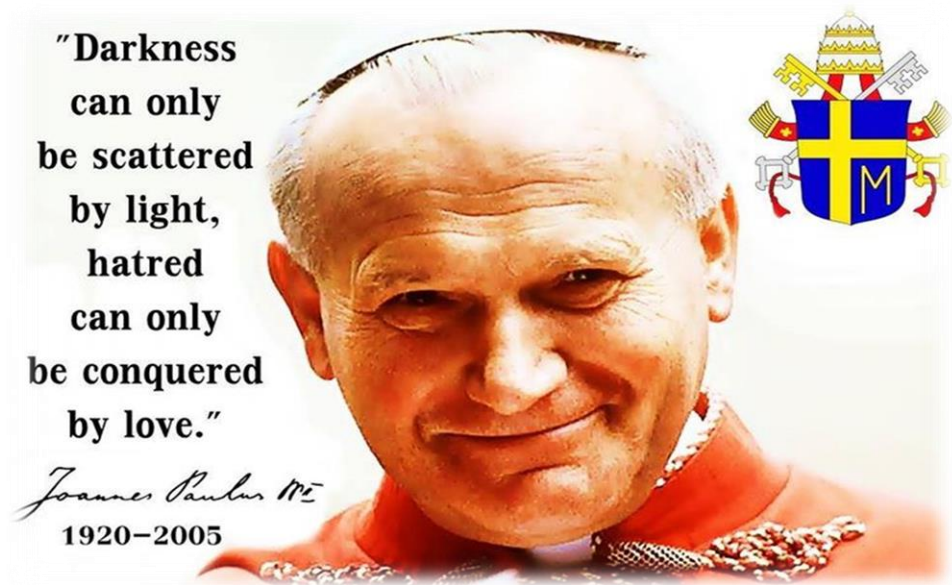
John Paul Academy School Handbook 2020-21



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John Paul Academy

Goodness & Knowledge

School Vision, Values and Aims

John Paul Academy Vision Statement:

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

Values:

- Respect
- Equality & inclusion
- Friendship
- Pride
- Nurturing & Caring
- Honesty
- Healthy

In John Paul Academy each year we work with young people to review our key values taking account of our overarching school mission.

Aims

Our aims are listed in our school's **Strategic Intent** document which can be accessed within our school web site.

School Information

Address:

John Paul Academy
2 Arrochar Street
Summerston
Glasgow
G23 5LY

Telephone: 0141 582 0140 Fax: 0141 582 0141

E-Mail: headteacher@johnpaulacademy.glasgow.sch.uk

Twitter: @johnpaulacademy

Facebook: @johnpaulacademy

Head Teacher: Mr John McGhee

John Paul Academy is a co-educational Catholic comprehensive school covering the stages S1 to S6. It serves the north west of Glasgow, young people from Bearsden and Milngavie in East Dunbartonshire are also entitled to enroll in the school.

The school's capacity has been defined as 900, the intake for S1 is capped at 160.

The current roll for each year group is:

S1	S2	S3	S4	S5	S6
175	158	151	148	149	101

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

The school has a lift for use by pupils, staff and visitors with mobility difficulties. The new PE facility is managed in the evenings and weekends by Glasgow Life, and is accessed from a dedicated entrance and reception area at the side of the school. Other facilities in the school are also available for community letting, which is managed by Glasgow City Council Letting Department.

Head Teacher's Welcome

At John Paul Academy we have a core objective, that is, to make a unique difference to every individual within our community in order that they reach their highest potential. It is in working towards this end that we create an ethos of achievement that is conducive to high quality learning.

You will see that there are many clubs and extra-curricular activities for our learners to be involved in where they can develop relationships with both members of staff and their peers. It is through these quality relationships that we believe real learning, that will benefit young people for the rest of their lives, will take place. Although this year we are presented with difficulties in running these clubs and events – we are finding other ways to continue to engage learners remotely in activities through our increased use of digital technology across the school. The introduction of the iPads in classrooms has been hugely beneficial in helping us to deliver the highest quality education to all our young people.

Our partnerships with parents are critical as parents and carers are the primary educators and that is exactly why we would encourage you to contact us directly if you have any concerns or questions relating to the development of the young people.

We do hope you find our handbook interesting and helpful and look forward to working with you in the future.

John McGhee
Head Teacher - John Paul Academy

Staff

ART

Mrs L Gillon PTS
Ms L Devlin
Ms L Mochan
Ms E Carroll

BIOLOGY

Mrs H Rintoul
Miss R Gibson
Mrs C Johnston

BUSINESS EDUCATION

Ms C Lynch PTS/ADHT
Miss K Gildea APTS
Mrs J McGoldrick
Miss S Meharry

CHEMISTRY

Mr D Devlin PTPS
Mrs E Dick PTDYW
Mrs S McRae DHT
Miss J Gray

COMPUTING

Mrs Y Collins PTS
Mrs O Fakunle
Ms S Baird

DRAMA

Mr S Airdrie

ENGLISH

Mrs K Keogh PTS
Ms H Forster
Ms K Potter
Ms G Hitchon
Mr M Daly
Ms S Gillick
Ms E Wakefield
Ms J Thomson APTL&T
Ms K Connolly
Mr V Collins DHT

HISTORY

Mrs E Abercromby
Ms J Byrne
Miss L Bennie
Ms N Burn

HOME ECONOMICS

Mrs L Kinley PTS
Mrs V Ross
Mrs J Strezleki

MATHS

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

MODERN LANGUAGES

Ms C O'Byrne PTS
Ms C Beltran PTPS
Ms A Smith
Ms S MacMillan
Ms ML MacDonald DHT
Miss N Eadie

MODERN STUDIES

Mr M Connolly PTS
Ms S Penfold
Mr S Mathers

MUSIC

Mr C Shanks
Mr M O'Reilly
Mrs K Docherty

PHYSICAL EDUCATION

Mr S Harvey PTS
Mr D Owen DHT
Mr P Cassidy PTPS
Mrs A Diver PTPS
Mr E Dougall
Miss A Bruijstens
Mr I Bailey

PHYSICS

Mr P McGorry PTS
Mr J Bebbington

RELIGIOUS EDUCATION

Mr P Kierney PTPS
Ms M McGinley

TECHNICAL

Mr A Atkinson PTS
Mr F Bannon
Ms M Clancy

INTEGRATION ROOM

Ms L Serapiglia (Acting PT)
Ms K Ross
Mr C Neill

NURTURE ROOM

Mrs B Allan PT
Ms N MacQueen APTPS

SUPPORT FOR LEARNING WORKERS

Mrs P McCann
Mrs A McElroy
Mrs E Johnston
Mrs M O'Donnell
Ms A Totty
Ms C McGregor
Mr C Neill
Mrs F Guyan
Ms S Skea
Ms J McLeod
Ms C Mack
Ms K Docherty
Mr A Young

CLERICAL STAFF

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

JANITORS

Mr R McKenzie
Mrs D Reilly

EDUCATION LIAISON OFFICER

Mrs P Vandenboch

TECHNICIANS

Ms S McGowan – Snr Technician
Mr R Black
Mr S Koay
Mr G Morrison

EDUCATION BUSINESS MANAGER

Ms L Hart

CATERING MANAGER

Mrs L McKay

ACTIVE SCHOOL COORDINATOR

Mrs T McBride

LIBRARIAN

Miss A West

AREA FINANCE OFFICER

Ms M Wilson

CAREERS ADVISORS / MCR CO-ORDINATOR

Mr G Dragness
Ms L Doonan

Senior Leadership Team



Mr J McGhee
Head Teacher

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



Ms M L McDonald
Depute Head Teacher
S1 and Primary Transitions

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



Mr D Owen
Depute Head Teacher
S2 and S3

- Management of S2 & S3
- Publicity
- Learning and Teaching
- Staff Development
- Assessment & CfE Moderation



Ms S McRae
Depute Head Teacher
S4 and S5

- Management of S4 & S5
- Profiles for S4 & S5
- Probationers & Student Teachers
- Timetabling
- Faculty Pathways
- SVQF Development
- IDL Experience
- Family Learning
- Supported Study
- Tutorial Management



Mr V Collins (0.6)
Depute Head Teacher
S6

- Management of S6
- SQA Management
- Wider Certification
- Awards Ceremony
- UCAS
- Learner Pathways
- College Provision
- Developing Scotland's Young Workforce
- Top-Up



Mrs C Lynch (0.4)
Depute Head Teacher (Acting)
S6

- Focus West
- Routes for All
- Widening Participation Programmes
- ICT Co-ordinator
- Communications
- Education Maintenance Allowance
-

Primary Transition & Enrolment

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

Families living outside our school catchment area are welcome to make a placing request to attend John Paul Academy. Prospective parents are welcome to visit our school and should contact the school office to make an appointment in advance.

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

Associated Primaries

St Blane's Primary
23 Arrochar Drive
Summerston
G23 5QB
Telephone: 0141 945 1276
Headteacher: Ms L McVey

St Charles' Primary
13 Kelvinside Gardens
Maryhill
G20 6BG
Telephone: 0141 946 1391
Headteacher: Ms E Ross

St Mary's Primary
Kilmun Street
Maryhill
G20 0EL
Telephone: 0141 946 6766
Headteacher: Mrs M Mcgeachie

In addition to our associated primaries in Glasgow City Council, children from St Nicholas' Primary serving Bearsden and Milngavie in East Dunbartonshire are also entitled to enroll in John Paul Academy.



Our School Day

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

JOHN PAUL ACADEMY

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

Pupil Entrance

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

COVID 19 - entrance and exit times are now staggered with S1-3 entering and exiting before S4-6. This allows for sanitizing routines to be maintained.

Staff/Visitor Entrance

Staff and visitors enter the school through the front doors.

COVID 19 - visitors will no longer be permitted entry to the building without a pre-arranged appointment.

School Holidays 2020-21

The school year in John Paul Academy for this session:

August

- Monday 10 August 2020 (Return date for Teachers – In-service)
- Tuesday 11 August 2020 (In-Service day)
- Wednesday 12 August 2020 (Return date for Pupils)

September Weekend

- Friday 25 September 2020
- Monday 28 September 2020

October

- Friday 9 October 2020 (In-Service day)
- Monday 12 to Friday 16 October 2020 (October Week)

December - Christmas and New Year

- Schools close at 2.30pm on Tuesday 22 December 2020

January

- Schools return on Wednesday 6 January 2021

February Mid-term break

- Friday 5 February 2021
- Monday 8 February 2021
- Tuesday 9 February 2021
- Wednesday 10 February 2021 (In-Service day)

April - Spring Holiday (Easter)

- Schools close at 2.30pm on Thursday 1 April 2021
- Good Friday 2 April 2021
- Easter Monday 5 April 2021
- Schools return on Monday 19 April 2021

May

- Monday 3 May 2021 (May Day)
- Thursday 06 May 2021 (In-Service day) Scottish Elections
- Friday 28 and Monday 31 May 2021 (May Weekend)

June

- Schools close at 1pm on Thursday 24 June 2021

August (provisional)

- Thursday 12 August 2021 (Return date for Teachers – In-service)
- Friday 13 August 2021 (In-Service day)
- Monday 16 August 2021 (Return date for Pupils)

Pupil Support

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

The aims of the Pupil Support System -

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

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

THE PUPIL SUPPORT TEAM

Hope House	Mr D Devlin
Howson House	Mr P Cassidy
Kerrera House	Mrs A Diver
Mackintosh House	Ms C Beltran
Wallace House	Mrs N MacQueen (Acting)



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

COVID19 – to comply with health & safety advice and our school Risk Assessment – visitors will only be able to make face to face appointments in emergency circumstances. All contact with staff in school will be over the telephone.

Pupil Attendance

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

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

COVID19 – pupils may require to Self-Isolate due to a positive Covid Test Result (see Covid19 procedures on pg11), or as a result of being contacted by Public Health via the Test and Protect contact tracing scheme. As such pupils will be recorded accordingly on registers. Work will continue to be issued to learners via email or Microsoft Teams throughout their period of absence from school. Please refer to the Covid19 Procedures and Digital Learning Sections - pgs12 and 22 in this handbook.

Education Maintenance Allowance (EMA)

EMAs are available to eligible people aged 16 to 19 who have reached school leaving age. To be eligible, learners have to meet the following criteria:

Residency

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

Household income

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

COVID19 – pupils who are at home Self-Isolating will be marked accordingly on registers and will still be able to receive their EMA.

Appointments During School Hours

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

Medical & Healthcare

Covid procedures, advice on school procedures for Covid related illness during the pandemic are available on the front page of our school website. This is updated when government advice is updated. We ask that parents please take all current advice into account to ensure that we protect everyone in this building. At no time should any child be sent to school with Covid symptoms, and where positive Covid case is affecting any member of the household, please follow the current guidelines on self-isolation.

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

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

Our school nurse visits the school at various times during the year. Parents and carers are kept informed by letter.

Covid19 Procedures

In this session, as we have returned to school during the pandemic, there have been some changes made to how we operate within the school.

Entering/Exiting the Building and moving between classes - We have made small changes to the timings of the school day to minimise interactions between S1-3 and S4-6 pupils. S4-6 enter the building earlier than S1-3, and through different doors. When leaving classes S1-3 leave on the first bell, S4-6 on 2nd bell.

Sanitising – pupils sanitise their work areas at the start and end of each lesson. Enhanced cleaning procedures have been put in place, and additional cleaners are working in the school during the day to ensure that high contact surface areas (eg door handles/light switches) are cleaned regularly throughout the day.

Masks – as per government advice, masks are worn in communal areas by pupils and staff, and senior pupils and teachers wear masks in classes.

Social Areas during Interval and Lunchtime – S1-3 pupils use the Canteen and Assembly Hall areas, S4-6 use the Games Hall and Small Gym.

Digital Learning – with the introduction of iPads in learning, the use of paper based and shared resources has been greatly minimized. This is also hugely beneficial where pupils or staff have to self-isolate and be out of school, enabling work to continue to be issued and pupils to keep up with the learning in the class.

Risk Assessments – Individual Risk Assessments have been carried out for pupils and staff who have existing health conditions and strategies have been put in place to address any concerns. A whole school Risk Assessment outlines all the procedures which are in place to ensure that we are able to operate safely in our school. The young people have been amazing in their acceptance and adherence to guidelines. A copy of this document can be found here. [JPA RRR – Parent Guide](#).

Emergency Contact Information

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

COVID19 – as we reduce the use of paper communication this session, we have asked that ALL parents/carers provide us with a contact email address to enable communications to be sent electronically. Please ensure that we have a current email address.

Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, emails, texts and social media.

COVID 19 – we continue to be guided by advice from the Scottish Government on school opening and will update parents via our usual communication channels if there are any updates or changes to our current arrangements.

School Dress Code

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

Our school uniform is:

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



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

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

PE Kit

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



Clothing & Footwear Grants

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

School Meals

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

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

Transport

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

Communication

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

- **School Website** – one of the best ways to find out about our school is by using our website. This contains all the information that you need to find out about all aspects of school life and is updated regularly, containing the weekly Bulletin announcements for pupils.
- **Twitter/Facebook** – contain regular updates of information about our school and reflects the life of the school throughout the year. It is a good idea to check these regularly.
- **Show My Homework/Satchel One** – all homework is published on SMH and a calendar is available on the school website to show when homework has been issued, parents are encouraged to check this regularly to ensure that learners are aware of homework issued. Teachers may also use this to share resources and communicate with pupils individually.
- **Letters** – further information which requires a response may be sent out in letter form. Please note that during the pandemic, electronic communication via email will be used to send letters to parents/carers. Please ensure that an up to date email address is supplied on returning the Annual Data Check Form.
- **Text Messaging** – You may also receive text reminders about events, school closures etc from our Group Call text messaging system.

- **Tracking Reports** – these are issued regularly throughout the school term to inform parents/carers of progress in classes across the curriculum. These will provide information on working levels, attendance, effort, homework etc.
- **Learner Profiles** – these are issued by departments to inform parents of progress in assessments in different subject areas.
- **Parents' Newsletters & School Newspaper** – will be sent out on a regular basis to keep parents and carers informed about the work of our school. Note – these will now be sent electronically via the school website and Groupcall.
- **Parent / Teacher Meetings** – Parents and carers are welcome in our school to discuss aspects of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.
- **Information Evenings** - are held on a regular basis to give specific year group information.

COVID19 – note due to current restrictions we are unable to hold Parent/Teacher or Information Evenings within the school. Communications will be via Learner Profiles and Tracking Reports. Face to face communications/meetings can only be held in emergency situations.

Support for Pupils / Wellbeing

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

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

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

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

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

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

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

Getting it Right for Every Child (GIRFEC)



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

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

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

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

MCR PATHWAYS

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

Child Protection

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

Positive Relationships for Learning

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

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

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



Our expectations are clearly communicated to young people and breaches of discipline are dealt with in line with school policy. Teachers manage behavior within their classroom in line with our Relationships for Learning policy. If there is cause for concern, teachers may raise this with their PT, the Pupil Support Teacher or in some cases the year head. In most cases, a quiet reprimand is sufficient but in more serious or persistent cases parents will be invited to our school to discuss the issue and agree a course of action.

Rights and Responsibilities

All young people in John Paul Academy have rights and responsibilities as members of our school community. These are set out in our High Expectations Charter for Pupils.



JOHN PAUL ACADEMY

HIGH EXPECTATIONS CHARTER FOR PUPILS

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

Bullying and Discrimination

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

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

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

Parental Engagement & Family Learning

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

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

Comments & Concerns

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

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

Privacy Statement and Data Protection / GDPR

Important: Use of Information about Children and Parents/Carers

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

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

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

Religious Observance

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



In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to three occasions in any one school session.

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

- *Parents/carers who wish to remove their child from religious ceremonies in our school should the Head Teacher in writing.*

Curriculum for Excellence 3-18

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

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

The Broad General Education (BGE)

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

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

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

The Senior Phase

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

Learning and Teaching

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

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

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

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

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

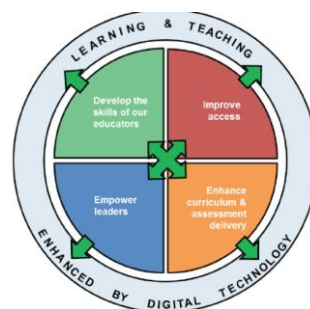
Sharing our 'Learning Intentions' and 'Success Criteria' should develop knowledge, understanding, skills and values which meet the needs of the syllabus followed. In addition, they should be a vehicle for the longer term understanding and appreciation of life beyond school. This should reinforce and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

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

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

Digital Learning

As part of Glasgow City Council's 'Connected Learning' programme, all pupils and staff now have an iPad for use in the classroom and at home. This has greatly enhanced learning and teaching across the school. Teachers and pupils have adapted very well to using their iPads, and the range of apps available allow teachers to provide the highest quality education possible. Please see the Parent Guide on our school website to discover how iPads are transforming Learning and Teaching in our school.



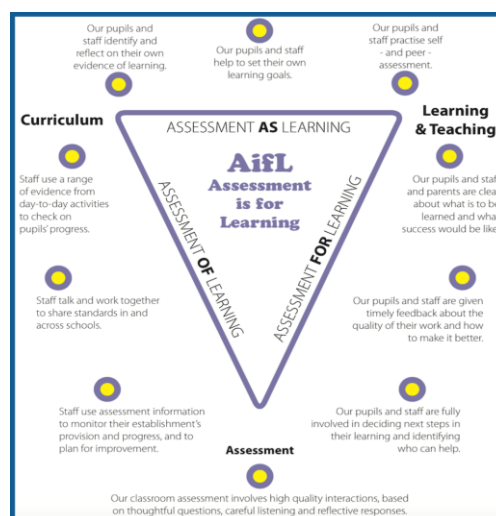
Assessment & Reporting

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

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

Parent meeting dates and the schedule for issuing written reports is included in our Parents' Newsletter and in our School Calendar. Covid19 restrictions prevent us from having Parent Meetings in school, however we are providing feedback on progress via Learner Profiles which are sent out regularly from departments.

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



Homework

Regular, effective homework is an important part of our school day. The amount of homework varies in length, nature and frequency depending on the subject. The amount of homework will increase as your child progresses through our school.

Homework has many advantages:

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



To ensure that homework is given high priority, every young person in the school has been provided with access to 'Show my Homework' – the **Satchel One App** can be downloaded on a pupil's iPad and their phone to enable them to check their homework. This has been found to be more effective than issuing homework planners as teachers will record the issued homework on a daily basis. All parents have access to this electronic platform and it is an excellent way of keeping track of your child's homework – a link is provided via the school website to the Satchel One website. Parents are asked to check this on a regular basis.

Parents can also download the App, and if necessary can request a login code from the school to enable them to keep track of their child's individual homework. Please contact Mrs Lynch our ICT Co-ordinator if you would like personal PIN code for your child. Email: gw07lynchcarol3@glow.sch.uk

Homework Club: There is a homework club which runs at lunchtime in the school. Young people who struggle to concentrate on homework at home are encouraged to use this time to complete homework in school. **Covid19** - Due to the pandemic we are unable to run the homework club this session.

Supported Study

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

Pupil Profiles

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

Parent Council

We have an active and supportive Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on request from our school office. The chair of our Parent Council, Mrs Anne Marie Cavanagh, can be contacted via our school office. Information on the Parent Council can also be found on our website in the Parent Zone. We would encourage parents and carers to consider joining our Parent Council, if you are interested in joining please contact the Head Teacher on headteacher@johnpaulacademy.glasgow.sch.uk or you can contact the Chairperson, Anne Marie Cavanagh on anne.marie17@btinternet.com.

Learning Council

Our Learning Council is made up of a group of pupils and teachers and a parent/carer representative, who meet throughout the year. The main aim of this forum is to gather the pupil voice and seeks ways to improve learning and teaching and the wider life of the school for young people. Learning Profiles are used to gather the views of our pupils and their parents/carers on our curriculum and their experience of learning throughout our school. From time to time surveys will be sent to pupils to gain their opinion and the Learning Council review these. Pupils always receive feedback on what they have told us and how we are going to respond to their thoughts and views.

Celebrating Successes and Achievements

We are proud of the wide range of achievements of our young people and we have a range of ways to celebrate these. At our year group assemblies we recognise achievements. Special tannoy announcements may be used in school and we communicate and celebrate success through our website, social media and newsletters. We hold an Awards Ceremony for young people and their parents/carers are invited to attend.



School Improvement

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

Our key School Improvement Plan priorities for this session are;

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

Attainment

SQA Examinations are undertaken in April/June each year. Performance is in most cases above our Virtual Comparator school. Attainment is improving every year. Our key performance data for the most recent session 2018-19 are shown below (**note, this data is before adjustments/reviews**).

S5: Higher / Level 6 (A-D)

- 61% of our S5 and pupils achieved at least one SCQF Level 6 / Higher
- 36% of our S5 and pupils achieved at least three awards at SCQF Level 6 / Higher
- 11% of our S5 and pupils achieved at least five awards at SCQF Level 6 / Higher

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

- 80 % of our S4 pupils achieved at least one SCQF Level 5 / N5
- 60% of our S4 pupils achieved at least three awards at SCQF Level 5 / N5
- 45% of our S4 pupils achieved at least five awards at SCQF Level 5 / N5

Positive Destinations/Developing the Young Workforce

By the point of exit from our school over 90% of our pupils achieve a positive destination. This includes further education, higher education, apprenticeship or employment. We continue to strive for 100% positive destinations.

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

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

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

Business Partnerships

We have official business partnerships with the Scottish Government and First Bus to support our young people in offering mentoring and support as well as a wide range of work experience opportunities. Some of our young people have been able to take up employment opportunities with our partners after successful work experience placements.

Appendix

Curriculum Information

Personalisation and Choice Options forms

The SCQF Framework

Glossary of Terms.

STUDENT NAME: CLASS:

NOTES FOR STUDENTS & PARENTS:

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

COMPLETE FORM BY INSERTING CHOICES BELOW

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

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

PUPIL NAME: CLASS

NOTES:

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

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

PASTORAL CARE TEACHER:

DATE:

PARENT SIGNATURE:

DATE:

PUPIL NAME: CLASS:

S3-4 OPTIONS

NOTES:

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

COMPULSORY (Periods)	P.E. PATHWAY (3)	CHOICE 1 (4)	CHOICE 2 (4)	CHOICE 3 (4)	CHOICE 4 (4)	CHOICE 5 (4)
<p>English (4)</p> <p>Mathematics (4)</p> <p>Religious Education (2)</p>	<p>Core P.E.</p> <p>National P.E.</p>	<p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Science</p> <p>Hospitality</p>	<p>Administration & IT</p> <p>Computing</p> <p>Design & Manuf</p> <p>Graphic Comm</p> <p>Hospitality</p> <p>Spanish</p> <p>French (Only for current S3 French class)</p>	<p>Business Management</p> <p>Travel & Tourism</p> <p>History</p> <p>Modern Studies</p>	<p>Art & Design</p> <p>Drama</p> <p>Music</p> <p>Music Tech</p> <p>Spanish</p> <p>College Options: Select a subject from this column until college place is confirmed</p>	<p>Business Management</p> <p>Chemistry</p> <p>Computing</p> <p>Design & Manuf</p> <p>History</p> <p>Media</p> <p>Music</p>
FIRST CHOICE						
SECOND CHOICE						

PASTORAL CARE TEACHER:

DATE:

PARENT SIGNATURE:

DATE:

S5/6 OPTION FORM - 2019/20 (Jan 2019)
NAME:
CLASS:
ALL STUDENTS MUST SELECT A CHOICE IN EVERY COLUMN (A-F) - TICK BOX

LEVEL	A	B	C	D	E	F - VIDER CERTIFICATION
ADVANCED HIGHER	Art & Design	English	Spanish	Art & Design	Music	Printing
	Mathematics		Business Management	Drama		Bike Maintenance & Repair
	Drama					Primary Paired Reading
HIGHER						Games Development
	Art & Design	English	Administration & IT	Art & Design		Dance Leadership
	Drama	ESOL	Business Management	Computing	Administration & IT	Duke of Edinburgh
	Fashion & Textiles	Biology	Computing	Spanish	Business Management	Sports Leadership
	Geography	Media	Design & Manufacture	Drama	Chemistry	Hairdressing
	History	Physical Education	Health & Food Technology	English or ESOL	Graphic Communication	Stock Market Challenge
	Mathematics	Physics	Mathematics	Music	History	SFA: Laws of the Game
	Modern Studies			Music Tech	Modern Studies	Microsoft Academy
LEVEL 5				Photography	Music	Music in the Community
					Physical Education	Outdoor Education
	Art & Design	English		Art & Design	Administration	
	Drama	ESOL	Business with IT (NPA)	Spanish	Business with IT (NPA)	
	Fashion & Textiles	Healthcare Science	Computing	Drama	Graphic Communication	
	History	Media	Design & Manufacture	English or ESOL	Modern Studies	
	Hospitality: Cake Craft	Physical Education	Health & Food Technology		Music	
	Mathematics	Electronics	Hospitality: Cookery	Music	Physical Education	
	Modern Studies	Motor Vehicle Engineering	Mathematics	Music Tech	Healthcare	
	Travel and Tourism		Practical Woodwork	Life Skills	Practical Woodwork	
			French			

Parent Signature:
Pupil Support Signature:
Pupil Signature:
GCC SENIOR PHASE PROSPECTUS
 Detailed info. Avail. in Prospectus Brochure
FOCUS AREAS

1 Admin, Financial & Business Services

2 Creative & Cultural Industries

3 Food, Drink, Tourism & Leisure Industries

4 Health, Care & Education

5 Land Industries

6 Engineering, Construction & Manufacturing

7 Foundation Apprenticeships

SEE ATTACHED APPENDICES FOR INFO
College courses on Tue/Thu PM will run at same time as Col B


John Paul Academy
WORKING TOGETHER TO ACHIEVE OUR BEST
College/University/Apprenticeship - Destination Comment

THE SCOTTISH CREDIT QUALIFICATIONS FRAMEWORK (SCQF)

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

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

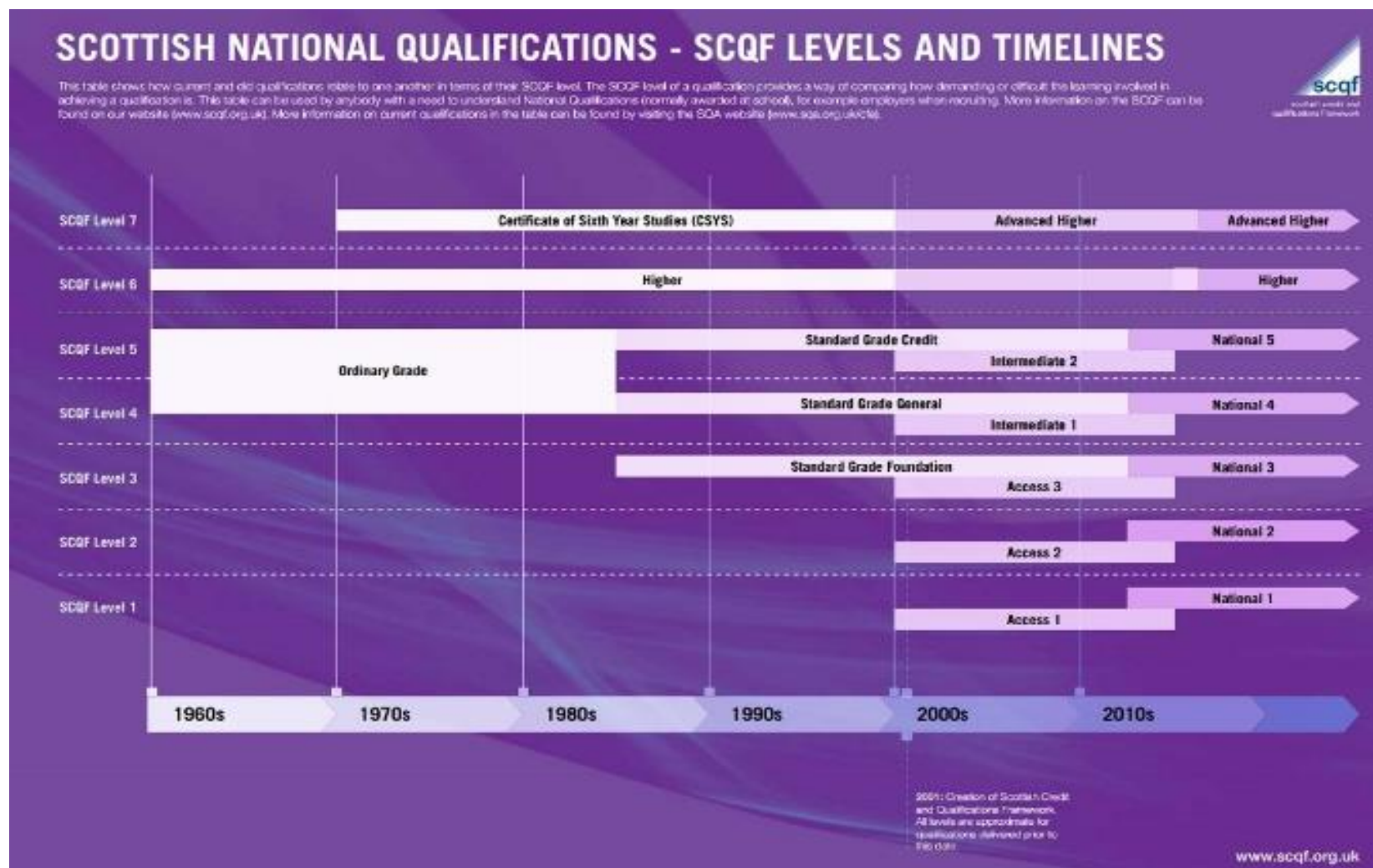
This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please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



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

QUALIFICATIONS TIMELINE

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



GLOSSARY

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