



# Parents Handbook

August 2023

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## 1. Welcome

Welcome to the new on-line edition of Information for Parents. We hope that you will find something of interest and help on this site. If you have a query, please e-mail us at:

[enquiries@tga.org.uk](mailto:enquiries@tga.org.uk)

Matthew Pearce

Rector



### RECTOR'S TIPS TO HELP YOUR CHILD

Encourage your child to make the very most of all the opportunities on offer at The Glasgow Academy. The key routes to success are developing and sustaining a strong work ethic, positive mindset and to enjoy learning. We want all of our pupils to become really passionate about at least one subject and take advantage of the opportunities at The Academy to deepen their learning beyond the classroom.

Our aim is for all our young people to leave The Academy equipped confidently with the skills, knowledge and global outlook to live, learn and work successfully; we want them to leave us having contributed to and valuing their place in our community, ready to pursue their dreams with a sense of ambition and social responsibility.

We firmly believe in the importance of working in partnership with parents to support children in achieving the above. As a young person, I benefited greatly from being in no doubt that my parents expected me to work hard and aim high - but as long as I tried my hardest and showed commitment, my parents would always be proud of me even if I made mistakes or didn't get the results I wanted first time. I believe this approach motivates young people, gives them the confidence to not fear failure and results in high achievement.

There is no single, set way or time your child must do their homework; children and their families all have different commitments and routines. What is important is that you have a clear plan agreed as to when time is protected for learning outside of school when they are least tired, in a quiet location with a clear working surface and well away from distractions such as phones, gaming and TV. Use the Show My Homework app to see what homework has been set, when it is due and whether access to their iPad is required. Your child should never say they have 'no homework' - even if all set tasks have been completed, pupils should be spending allocated homework time for further reading and study. Provide some help if asked if you can, but never actually do the homework as that is not helpful to long-term learning - and SQA work must be solely the pupil's own work.

Discuss the next steps set out in feedback and reports with your child, and how they will take them.

Show an interest in what your child has learned each day at school.

Never take your child out of school unless it is absolutely unavoidable. It's hard for them to catch up on missed explanations and information - and it is said that, nationally, absence of up to 10% or more costs an exam grade. There is no substitute for teacher contact and we follow the line of the Scottish Government that family holidays or other activities should coincide with school holidays.

Help children extend their thinking by saying, 'What makes you say that?'

If problems arise, talk through alternative strategies your child might use.

If you have on-going concerns about any aspect of your child's homework, please contact the class teacher.

### 1.1. In the Prep School

Read to - and/or with - your child each night (our Reading for Success booklet on our website gives further guidance). The total effect on children's progress of reading for pleasure was four times greater than the advantage of having a university-educated parent' (BBC summary of Institute of Education, London research).

Support and encourage your child to be independent and organised.

Use your child's homework diary as a communication tool: let the teacher know of any problems during homework completion - this way they can help!

### 1.2. In the Senior School

Encourage your child to 'see the bigger picture' by talking to them about their future. We believe in the importance of 'coaching', helping young people to reflect on their strengths and areas for development and learning how to make positive, well-informed decisions - both educationally and socially - regarding their short and long-term futures.

All young people are faced with situations and times in their lives that seem more challenging than others (even if they seem minor or trivial to adults or other children). Encourage your child to be open with you, listen to them and try to instill the belief that hard times don't last forever and they are never alone in having to deal with them. There is always someone at The Academy who can help and it's highly likely we've helped others who have experienced similar situations.

Encourage and help your child to eat well, sleep well and take regular exercise. Being healthy in mind and body is fundamental to enjoying learning at The Academy and leading a happy and fulfilling life.

## KEEPING PARENTS IN TOUCH

Who do I contact if I have a question?

Your son or daughter will have a class teacher in the Prep School or a teacher/ tutor in the Senior School who will be the normal first point of contact. Many of the day-to-day issues of organisation

affecting pupils in the school can be handled by your child's class teacher or tutor. In most cases, a note to the relevant tutor or class teacher will clear up matters quickly.

You can also send an e-mail to your child's teacher. Please address this to [enquiries@tga.org.uk](mailto:enquiries@tga.org.uk) and in the subject, please, put your child's name, surname and class or tutor group with "for the attention of" or "FTAO" followed by the name of the teacher you wish to contact. Please be aware that teachers may be teaching all day, so there may be some delay in replying.

## **2. TGA Values and Code**

### **Serva Fidem**

The school motto is Serva Fidem, which means 'keep faith'. Our motto is for all ages, for good times and for challenging times. Keeping faith means believing in what we are working hard to achieve; believing in what we are doing today and that with hard work we can continuously improve and achieve greater things in the future.

The School Values and Code were established after consultation with staff, pupils and parents on what they considered to be the most important aspects of our community. We have taken these and structured them around our motto.

#### **2.1. TGA Values**

Our Academy Values are what we collectively hold in the greatest regard for the benefit of our community and have the greatest capacity for having a positive impact on others.

##### **S Service**

Making a meaningful contribution and investing time and effort in making a positive impact on the lives of others within and/or out with our school community

##### **E Endeavor**

Always giving our utmost effort to achieve our very best; committing to ways of working that are honest, effective, sometimes innovative, and consistently focused on continuous improvement towards future goals

##### **R Respect**

Always acting with care and appreciation of all that exists around us; showing empathy, compassion and kindness; celebrating our diversity

##### **V Valour**

Finding the courage to do what is right, to be true to our real selves, to care for others; to be honest and trustworthy; honouring the selflessness of those Academicals who gave their lives so we might live

##### **A Ambition**

Always aiming high, aspiring to achieve the very best for ourselves and others; being utterly determined and finding innovative ways to overcome challenges; never losing hope in the great things we can achieve in the future

## 2.2. TGA Code

Our Code is an agreed way of working and behaving as part of the school community to ensure that collectively all can flourish. As part of this school we are committed to serving our Academy community and through our work we aim to encourage all within this community to adopt this code.

### F Fair

Fair and transparent in all actions and interactions with other people

### I Inclusive

Inclusive in our practice, embracing equality, diversity and individuality and empowering all other people to be the best they can be

### D Dynamic

Dynamic in our leadership, exploring and challenging attitudes, beliefs, assumptions, values and practices to improve our community

### E Empowering

Empowering other people through positive, professional and respectful relationships

### M Motivating

Motivating and inspiring the people in our school community, building the capacity for leadership of others as well as ourselves

## 3. Who does what at TGA?

### 3.1. Governors

The Board of Governors determine the general educational character and aims of the school, and are responsible for school policy and financial controls. Governors chair various committees related to the smooth running of the school.

Further information about our Governors can be found [here](#).

### 3.2. Senior Leadership Team

Led by the Rector, Mr M. Pearce, the Senior Leadership Team manages the day to day running of The Academy.

Further information about the SLT can be found [here](#).

### 3.3. Senior School

Head of Senior School (Dr M. Gibson) has overall responsibility for the Senior School. He arranges Parents' Evenings, and is responsible for the school in the Rector's absence.

Deputy Head Pastoral (Mrs K.R. Graham) is responsible for Second and Third Year pupils and will liaise with their tutors about their progress and welfare. She is The Academy's Child Protection Co-ordinator and its Drug, Alcohol and Substance Misuse Co-ordinator.

Deputy Head Senior Phase (Mr G. Spreng) is responsible for Fourth, Fifth and Sixth Year pupils and will liaise with their tutors about their progress and welfare. He administers subject choices

for S4 and S5 pupils and advises parents and pupils on external examination results. He advises pupils on university entrance and oversees the UCAS process.

Deputy Head Academic (Mr A.N. MacRae) is responsible for First Year pupils as well as Attainment, Learning and Teaching across the Senior School.

Deputy Head (Operations) (Mr I. Mackie) is responsible for timetabling and database management.

SLT Development Role (Mr P. Bisland) is responsible for First Year pupils and will liaise with their tutors about their progress and welfare.

Heads of Department are responsible for their subject area's curriculum, learning, teaching, assessment, examination results and standards.

Heads of House are responsible for managing and working with tutors in overseeing all pastoral and academic matters for the pupils in their House. There are approximately 30 pupils in each house from every year group in the Senior School.

The Heads of Houses:

Arthur	Ms L F Murphy and Mr S Wallace
Fraser	Mrs J F Ferguson and Miss E Cullen Darcy
Morrison	Ms L R MacNeill and Mr T M Menzies
Temple	Ms C Thomas and Mr R Mayes

Tutors give their tutees personal support, encourage them to make the most of their opportunities at The Academy and to strive for high standards, check that they arrive on time and issue them with information to take home to their parents. They administer the assessment process for their tutor group and write reports on their progress twice a year. They are the first point of contact between home and school and remain with their tutor group as it progresses through the school.

#### ENGLISH

Mrs A.F. WATTERS, MA, St. Andrews

Mr A.J. McCaskey, MA, Glasgow

Miss H. Mackenzie, MA, Glasgow

Mrs E. Lumsden, MA, Glasgow

Ms E.L. Merton, MA, Glasgow, M.Ed., Cantab

Ms M.P. Al Hassani, BA, Victoria, Canada

Miss L. Bechelli, MA, Edinburgh

Mr T. Vanson, MA, Glasgow

Mr G. Hamilton, MEd, Glasgow

#### MATHEMATICS

Miss K.M. RUSSELL, BSc, Heriot-Watt, PG Advanced Dip Mathematics, Hull

Mr I.A. Mackie, BSc, Glasgow

Miss E. Cullen Darcy, B.Eng., Queen's Belfast

Miss J.L. Head, BSc, Strathclyde

Mr M.S. Devine, BSc, Glasgow

Ms R. Morrison, M.Eng., Strathclyde

Ms P. Rotchford, MA, Glasgow

Dr L.G.W. Roberts, M.Phys. Oxford, M.Res., Bristol, PhD, Bristol  
Miss S. Scollin, BSc, Glasgow  
Mr L. Swanson, BSc, Glasgow  
Ms K. Kane

#### MODERN LANGUAGES

Mrs E.B. HOLLAND, MA, Glasgow Dip. Guidance and Pastoral Care, Glasgow  
Ms C. McMahon, BA, Strathclyde  
Mrs J.F. Ferguson, BA, Strathclyde  
Mrs E.J. McCready, MA, Aberdeen  
Mrs G. Brock, MA, Edinburgh, PG Dip. Translation, City University London, Dip. Political Studies, Rennes  
Miss R. Wilson, BA, Stirling  
Mrs D. Hou, Bachelor Degree in English (Beijing)  
Ms M. del Mar Hidalgo  
Ms K. Luczka  
Mrs T. Jandoo (Maternity Cover)

#### BIOLOGY

Mr J. LAYCOCK, BSc, Edinburgh  
Mr T. Menzies, BSc, Glasgow  
Dr J. Annand, BSc, Glasgow, PhD, Dundee  
Dr N.I. Mann, BSc, Manchester, PhD, St. Andrews  
Miss C. Carlin, BSc, Strathclyde  
Miss A.M.I. Crozier, BSc, Glasgow (Technician)  
Ms A. Neil (Student Teacher)

#### CHEMISTRY

Dr C.A. MAIN, MSc, Glasgow, PhD, Glasgow  
Mr P.M. Horrocks, MSc, Strathclyde  
Mr R.D. Hutchison, BSc, Strathclyde  
Dr P. Senecal, Master in Research, Caen  
Dr K. Costello, BSc, Heriot Watt  
Mrs C. Hunter (Technician)

#### PHYSICS

Mrs H. McMILLAN, BSc, Strathclyde  
Miss R. Loughran, B. Eng., Strathclyde  
Mr S.F. Wallace, BSc, Glasgow  
Mr P.A. Merton, BSc, Strathclyde  
Mrs L Lumsden (Supply)  
Mr A. Whyte (Technician)

#### ART, DESIGN AND MANUFACTURE

Ms N. UMER  
Mr K.L. Fraser, DTE, Glasgow  
Ms H.R. Phillips, BA, Ceramics, Melbourne  
Miss L. Evans, BA, University of the Arts, London  
Mrs L. Fitzpatrick, BA, Glasgow School of Art  
Mr K. Harris, BTechEd, Glasgow  
Mrs S. McKellar (Technician)



Miss L. Evans

#### BUSINESS EDUCATION AND ECONOMICS

Mr A TAYLOR, BA, Glasgow Caledonian

Mrs A. Ferguson, BA, Strathclyde

Mrs L. Winning, BA, Strathclyde

#### CLASSICS

Mr S.A.A. McKELLAR, MA, Glasgow

Dr M. Zanobini, BA, Florence, MA, Florence, MA, PhD., Johns Hopkins

#### COMPUTING

Mrs J.E. McDONALD, MA, Glasgow

Mr A.H. Duncan, BSc, Strathclyde

Mrs K. McMahan, BA, Napier

#### DRAMA

Mr G.E. WALTHAM, MA, Glasgow

Mrs M. Wishart, BA, Glasgow Caledonian

Miss L. Benson, BA, R.S.A.M.D.

Mrs L. Eadie (PT, Maternity Cover)

#### FOOD TECHNOLOGY

Ms C. DOLAN, BSc, Manchester Metropolitan University

Miss M. Urquhart, Technician

#### GEOGRAPHY

Mrs V.S. MAGOWAN, MA, Glasgow

Mr D.J. Ford, BA, University College, London

Mr D. MacLean, BA, Dunelm, M.A., Edinburgh

Mrs K. Shankland, BSc, Glasgow

#### HISTORY AND MODERN STUDIES

Mr S.M. WOOD, MA, St Andrews

Mr P.J. Bisland, BA, Glasgow Caledonian

Ms L.F. Murphy, BA, Strathclyde, M.Ed., Aberdeen

Mrs A. Macintyre, MA, Glasgow

Mrs K.E. Kennedy, MA, Glasgow

Mrs K. Shankland, BSc, Glasgow

Ms. C. Gray, MA, Aberdeen

Mrs S. Khan

#### MUSIC

Mr T.E. MILLS, B.Mus., Wales, A.R.C.O.

Mr A. McColl, B.Ed., R.S.A.M.D.

Miss C.R. Thomas, MA, Glasgow, M.Mus., Glasgow

Mrs N. Walsh, MSc, Glasgow Caledonian (Administrator)

Mrs C. Armstrong

Miss B. Nicol

Mrs L. Brodie

#### OUTDOOR EDUCATION

Miss R. GOOLDEN, MSc, Outdoor Education, Edinburgh, Mountain Instructor Certificate, Outdoor Education Diploma and National Governing Body Awards, Newbury College

#### PHYSICAL EDUCATION AND SPORT

Mrs R.I. TOFT, OLY, B.Ed., Heriot-Watt, M.Phil., Strathclyde (Director of Sport)

Mr M.A. MANSON, BA, Strathclyde (Head of Physical Education)

Mr A. MEIKLE, MA, Glasgow (Head of Hockey)

Mr J.S. GORDON, BSc, Napier (Head of Rugby)

Miss N.L. Bannerman, B.Ed., Heriot-Watt

Miss J. Barr, B.Ed., Heriot-Watt

Miss L.R. MacNeill, BA, Strathclyde

Miss H.L. McNaught, BSc, Liverpool

Mr G. Wilson, B.Ed., Edinburgh

Mr R. Mayes, B.Ed., Edinburgh

Mr N. Doherty

#### SUPPORT FOR LEARNING

Mrs A.A. HARVIE, BA, Strathclyde, PG Dip. Industrial Administration, Glasgow Caledonian University, Dip. Support for Learning, Glasgow

Mr G.C. Diverty, MA, Glasgow, PG Dip. Careers Guidance, Strathclyde

Mrs R. Goodman, MA, Dundee

#### 3.4. Prep School

Head of Prep School (Mr A. Mathewson), under the Rector, is responsible for all matters relating to the Preparatory School, including Kelvinbridge, TGA, Milngavie and TGA, Newlands. He has responsibility for pupils in Nursery and Kindergarten.

Head of Upper Prep School (Mr S. Fairlie-Clarke) assists the Head of Prep School in his duties and stands in for him in his absence. He has responsibility for pupils in P5 to P7.

Head of Lower Prep School (Miss L. Smith) has responsibility for pupils in P1 to P4

Head of TGA, Milngavie (Miss J.A. McMorran) is responsible for matters relating to TGA, Milngavie.

Head of TGA, Newlands (Mrs A. MacLeod) is responsible for matters relating to TGA, Newlands.

After-school Care Manager (Mrs C. Bremridge) co-ordinates After-school Care provision across The Academy sites.

Heads of Year are responsible for running their stage and for standards of learning and pupil welfare in their stage:

P1 Nicola Henderson

P2 Kirsty Nisbet

P3 Nicola Sutcliffe

P4 Rebecca Hynam

P5 Angela Hill

P6 Ian Munro

P7 Lucy Eadie

TGA, MILNGAVIE STAFF

#### NURSERY AND KINDERGARTEN

Miss A. Österberg, BSc, Bradford  
Mrs G. Jamieson, HNC, Early Education and Childcare  
Ms G. Adams, N.N.E.B.  
Miss I. Brown, SVQ Social Services

#### P1

Mrs C. Livingston, MA, Glasgow

#### P2

Mrs E.J. Billcliff, B.Ed., Glasgow

#### P3

Mrs S.M. Davies, B.Ed., Glasgow

#### P4

Mrs L.N. Pearce, BSc, Glasgow

#### PE

Miss L.R. MacNeill, BA, Strathclyde

#### FRENCH/SPANISH

Mrs F.K. McDiarmid, BA, Strathclyde

#### MUSIC

Miss M. McMonagle, B.Ed., RCS

#### LEARNING ASSISTANTS

Mrs L. Irvine, SVQ, Level 2 Children's Care, Learning and Development  
Miss C.M. Whitelaw, SVQ, Level 3 Children's Care, Learning and Development, HNC Healthcare  
Mrs E. MacNeil, BSc, Strathclyde  
Miss B. Curzon  
Mrs L. Kennedy

#### SCHOOL SECRETARY

Mrs V. Dunn

#### HANDYMAN

Mr J. Doyle

#### THE GLASGOW ACADEMY, NEWLANDS STAFF

#### P1

Mrs C. Parker, B.Ed., Glasgow

#### P2

Miss A.J. Gillan, MA, Glasgow/Mrs Z. Pearce, M.A., Glasgow

#### P3

Mrs A. Preston, MA, Glasgow/Mrs I. Hansom, B.Ed. Christian Heritage College, QLD

#### P4

Mrs A. MacLeod, BA, Strathclyde

#### PE

Mr G. Wilson, B.Ed., Edinburgh

MUSIC  
TBC

FRENCH/SPANISH  
Ms F.K. McDiarmid, BA, Strathclyde

SCHOOL SECRETARY  
Mrs C. Mathewson

LEARNING ASSISTANTS  
Ms J. Perry, B.F.A., Oxford/ Mrs Z. Pearce, MA, Glasgow  
Mrs M. Olatunji, BSc, West of Scotland

NEWLANDS NURSERY STAFF

NURSERY  
Miss A. McCracken, M.Ed., Childhood Practice, Glasgow  
Ms A. Bociek-Taylor, HNC, Childhood Practice  
Miss L. Hughes, HNC, Early Education and Childcare  
Mrs M. Irvine, HNC, Early Education and Childcare  
Ms V. Houston

KINDERGARTEN  
Miss A. McCracken, M.Ed., Childhood Practice, Glasgow  
Ms L. Ferguson, SVQ, Level 4, Children's Care, Learning and Development  
Mrs S. Hudson, PDA, Childhood Practice  
Mrs L. Langridge, HNC, Early Education and Childcare  
Mrs L. Forsyth, N.N.E.B.  
Miss G. Graham, SVQ, Level 3 Social Services Children and Young People

Nursery Auxiliary  
Mrs J. Martin  
Miss M. Crawford

Chef  
Mr L. Jean, HNC, Professional Cookery, Glasgow College

OUT OF SCHOOL CARE STAFF

Kelvinbridge  
Mrs C. BREMRIDGE, M.Ed., Childhood Practice, Glasgow, PG Dip Childhood Practice  
Mrs L. McLatchie, BA, Childhood Practice, Glasgow  
Mr J. Stansbury, Psychology, Glasgow  
Miss L. Smith, HNC, Early Education and Childcare  
Miss L. Aitken  
Mrs E MacKenzie

Milngavie  
Miss K. Ferguson, BA, Strathclyde  
Miss R. Li, Bachelor of Literature, Beijing  
Mrs E. Brown

Ms A. Huerta Lecona

Newlands

Mrs L. Hill

Mrs J. Johnson

Mrs I. Campbell

Ms R. Fulton

#### KELVINBRIDGE PREP STAFF

#### NURSERY AND KINDERGARTEN

Mrs R.E. BLACK, B.Ed., Glasgow, PG Cert. Child Protection, University of West of Scotland

Miss L. Naylor, BA, Childhood Studies, University of the West of Scotland

Mrs E. Odd, BA, Childhood Practice, Glasgow,

Miss J. Cannon, HNC, Early Education and Childcare

Miss J. Barrie, MA, Edinburgh

Mrs M. Beare, BA, Lancashire

Mrs E. Murphy, BSc, Glasgow Caledonian, SVQ, Level 7, Social Services

Miss E. Kartali, SVQ in Social Services

Mrs S. Warne, NNEB

Miss B. Houston, SVQ in Social Services

Mrs I. Dalton

Mrs E. Hadden, HNC Childhood Practice

#### P1

Mrs N. HENDERSON, BA, Paisley, NC and HNC, Childcare and Education

Miss C.M. Provan, B.Ed., Strathclyde

Miss I. Keiley, BA, Roehampton

Ms C. Zoma

#### P2

Miss K. NISBET, B.Ed., Strathclyde

Miss J. Walters, BA, London Studio Centre

Mrs S. Morrison, MSc, Glasgow Caledonian/Miss K.L. Allan, BA, Napier

Mrs S. Ziolo

Mrs C. MacDonald

Ms A. Gillian

#### P3

Mrs N. SUTCLIFFE, B.Ed., Strathclyde

Mr A.B. Jackson, BA, UWE, Bristol

Miss L. Sime, BA, Strathclyde

Mrs C. Crombie

#### P4

Miss R. HYNAM, BA, Southampton, Solent

Miss A.N. Campbell, B.Ed., Glasgow, PG Cert, Early Childcare Education

Mrs C. Mitchell, M.Ed., Strathclyde

Miss Y. Da Prato, BA, West of Scotland

#### P5

Mrs A. HILL, MA, Glasgow, Dip Public Service Interpreting (Spanish)

Miss A. Smrckova, BSc, St. Andrews

Mr G. Milne, BSc, Glasgow

Miss M. Coulter, BA, Glasgow Caledonian

Mrs R. Oliver, BA, Nottingham Polytechnic

Miss J. Cox

Mrs G. Coyle

Ms D. Kirkwood

P6

Mr I. MUNRO, LL.B., Glasgow

Miss M. Reid, MA, Edinburgh

Miss N.G. Dick, B.Ed., Edinburgh

Miss S. Mac Elhatton BSc, Dundee

Mrs M. McKellar

Miss R. Gammon

P7

Miss L.K. EADIE, BA, Edinburgh

Mr P. McDouall, MA, Glasgow

Miss E. Livingstone, BA, Strathclyde

Mrs K.A. Vozikakis, BA, Aberdeen

Miss J. A. McNeill, BA, West of Scotland

Miss J. Brackenridge, B.Ed., Strathclyde

#### Class Teachers

Mr T. Carlin, MA, Oxon, PG Dip, Environmental Conservation, Oxon

Mrs H. Bell, B.Ed., Edinburgh

#### MODERN LANGUAGES

Ms A. Cooper, MA, St Andrews

#### DRAMA

Mr N.F.C. SIMPSON, MA, Glasgow

#### MUSIC

Mr T.E. MILLS, B. Mus., Bangor

Mr A. McColl, B.Ed., R.S.A.M.D.

Miss C.R. Thomas, MA, Glasgow, M.Mus., Glasgow

#### SUPPORT FOR LEARNING

Mr D.F. GOULD, BSc, Reading (Head of Support for Learning and Enrichment)

Miss L. Macadie, BSc, Heriot-Watt

Mrs L. Trainer, B.Ed, Edinburgh, PG Cert. Educational Support, Strathclyde

Mrs L. Burdon, NVQ, Level 4, Dyslexia Action in Developing Literacy Skills

Mrs D.F. Munro, B.A., Childhood Practice, Glasgow, N.V.Q., Level 3, Children's Care, Learning and Development, S.V.Q., Level 2, Early Education and Childcare

#### PERIPATETIC EARLY YEARS

Mrs J. Kemley, SVQ, Level 3, Children's Care, Learning and Development, SVQ, Level 2, Playwork

Mr R. McPhee, SVQ, Level 3, Children's Care, Learning and Development, SVQ, Level 2, Playwork, H.N.C. Sport and Hospitality (Forest Schools Coordinator)

#### LEARNING ASSISTANTS

Mrs D. Proctor, SVQ, Level 3, Supporting Learning and Teaching in Schools, SVQ, Level 2 in Playwork

Miss S. Chalmers, SVQ, Level 3, Early Years Care and Education, SVQ, Level 2, Early Years Care and Education

Mr I. Furnish

Mr R. Gillies

Miss G. Heywood Ritchie, SVQ, Level 2 Social Services (Children and Young People)

Mrs S. Fitzgerald, HND, Sports Recreation

Miss K. Haigh, BA, Kent

Mrs A. Sheldon

HEAD OF PREP'S PA

Ms J. Vallely

PREP ADMINISTRATOR

Mrs G. Taylor

RECEPTIONISTS

Mrs C. Frame/ Mrs R. McGowan

### 3.5. Professional Support Staff

CHIEF OPERATING OFFICER

Mr G. Halliday FCBI, Chartered Banker

RECTOR'S PA

Mrs L. Fletcher

FINANCE

Head of Finance - Mrs J. MCINNES, F.C.C.A., MBA, Oxford Brookes

PA to the Head of Finance - Mrs C. Ives

Finance Assistant - Mrs L.M. Maciver

Finance Assistant - Miss J. McChesney

EXTERNAL RELATIONS/ADMISSIONS

Director of External Relations - Mr S.A. DIGNALL, B.A., Strathclyde

Alumni Relations & Development Manager - Mrs J. Fletcher, M.A., East Anglia

Admissions Registrar (Senior School) - Mrs S. Rae

Admissions Registrar (Prep School) - Mrs L. Blair

Archivist - Mrs L. Murray, M.A., Glasgow, M.Sc., Glasgow

ADMINISTRATION CENTRE

Administration Manager and PA to the Chief Operating Officer - Mrs C. McLaren, DipHE Business Management, The Open University

Administration Assistant - Mrs A. CLARK, BA, Strathclyde

School Secretary - Mrs A.M. Farr

Receptionist - Miss G. Mackenzie

CATERING

Catering Manager - Mr R. P. LYTH, City & Guilds 705,706/2,707/1

Head Chef - Mrs A.A. Stevenson

Assistant Catering Manager - Mrs C. Munro

#### FACILITIES MANAGER

Mr K. BOYLE, Nebosh International General Certificate in Occupational Health and Safety

#### JANITORS

Supervising Janitor - Mr J. Graham

Janitor/Handyman - Mr B. Johnston, M.I.S.R.M.

Janitor - Mrs C. Pringle

Janitor - Mrs A. Gardner

#### SCHOOL NURSES

Mrs J. DAVIES, R.G.N., BSc, Glasgow Caledonian, Dip Higher Education in Nursing, Robert Gordon

Mrs E. SCOTT, R.G.N., BA, Glasgow Caledonian

#### LIBRARIAN

Mrs S. D. Keith, BA, Singapore, M.A., Pittsburg, PG Dip. LIS., Strathclyde, M.C.L.I.P.

#### LIBRARY AND OPERATIONS ADMINISTRATOR

Mrs R. Sundararajan, MA, De Montfort University

#### ICT SERVICES

ICT Manager - Mr S. A. FOWKES, HNC, Computing, M.C.P., M.C.S.A

Database Manager - Mrs V. Hammond, BA, Canterbury Christ Church

ICT Support Team Leader - Mr J. Cunning, BA, Creative Sound Production, Abertay

Infrastructure Engineer - Mr M. Gamble, BSc, University of the West of Scotland, HND,

Computer Networking and Internet Technologies

ICT Support Engineer - Mr K. Duncan

ICT Apprentice - Mr C. Prentice

#### GROUNDS STAFF

Head Groundsman - Mr R. CHEAPE, HNC, Turf Management

#### SECURITY

Security - Mr C. Calder, HND

#### REPROGRAPHICS

Mrs C. Gemmill, PDA, Classroom Assistant

## 4. Getting in Touch

### Kelvinbridge

The Glasgow Academy, Colebrooke Street, Kelvinbridge, Glasgow G12 8HE

Administration Centre 0141 334 8558

Preparatory School 0141 342 5481

Kindergarten 0141 342 5698

After School Care 0141 342 5487

Health & Wellbeing Centre 0141 342 5490

Music Department 0141 342 5488

Head of Finance 0141 342 5495

Administration Manager & PA to The COO 0141 342 5484

Admissions/External Relations 0141 342 5494



Catering Manager 0141 342 5489  
Fees 0141 342 5495  
Facilities Manager 0141 342 5491  
Head of Prep's PA 0141 342 5496  
Network Services 0141 342 5492  
Rector's PA 0141 342 5485  
School Secretary 0141 342 5480

#### Milngavie

The Glasgow Academy, Mugdock Road, Milngavie, Glasgow, G62 8NP  
0141 956 3758

#### Newlands

The Glasgow Academy, 54 Newlands Road, Glasgow, G43 2JG  
0141 632 0736

#### Newlands Nursery

31 Langside Drive, Glasgow G43 2QQ  
0141 632 1569

#### Email addresses

Rector: rector@tga.org.uk  
Administration Centre: enquiries@tga.org.uk  
Chief Operating Officer: coo@tga.org.uk  
Prep School: prepschool@tga.org.uk  
External Relations/Admissions: exrel@tga.org.uk  
After-school Care: asc@tga.org.uk  
Music: music@tga.org.uk  
TGA Milngavie: tgamilngavie@tga.org.uk  
TGA Newlands: tganewlands@tga.org.uk  
Newlands Nursery: newlandsnursery@tga.org.uk

#### Website

www.theglasgowacademy.org.uk

## **5. Term Dates 2023/2024**

The term dates can be found [here](#).

## **6. The School Day**

### **6.1. Prep School Day**

Start:	08.50 - 10.40
Break:	10.40 - 10.55
	10.55 - 12.00
Lunch:	12.00 - 13.00
	13.00 - 14.20
Break:	14.20 - 14.35
	14.35 – 15:10 P1-P4 / 15.50 P5-P7

## 6.2. Senior School Day

Tutor:	8.50 - 9.10
Period 1:	9.10 - 10.05
Period 2:	10.05 - 11.00
Break:	11.00 - 11.20
Period 3:	11.20 - 12.15
Period 4:	12.15 - 13.10
Lunch:	13.10 - 14.05
Period 5:	14.05 - 15.00
Period 6:	15.00 - 15.55

## 7. Curriculum

### 7.1. Prep School Curriculum

An overview of the Prep School Curriculum will be available at the start of session.

### 7.2. Senior School Curriculum

An overview of the curriculum for Senior School pupils can be found here:

#### S1

- A common curriculum for all pupils; 12 subjects, plus PE, PSE and Sports:
- English, Mathematics, Art & Design, Computing Science, Drama, French or Spanish, Geography, History, Latin, Mandarin, Music, Science
- Parents evening at the end of January
- End-of year report in June

#### S2

- The S2 curriculum is built around a largely common core for pupils, again including PE, PSE and Sports. There is a wider range of subjects available through specialism in the sciences and the addition of an optional subject.
- Core subjects: all pupils have lessons each week in these subjects:
- English, Mathematics, Art & Design, Biology, Chemistry, Computing Science, Drama, French or Spanish, Geography, History, Music (core), Physics
- There is also the first subject selection for pupils, with the option to choose one of their subjects. Pupils choose one of their subjects from those below:
- Design & Manufacture, or Latin, or Modern Studies, or Music (additional), or the option of taking 'another' language (French/ Mandarin/ Spanish) in addition to continuing with their language from S1.
- Parents' evening in early January
- Pupils make choices for course in S3 in February
- End-of year report in June

#### S3

- In general pupils embark on 8 National 5 courses, studied across S3 & S4.
- All pupils study English and Mathematics, plus PE, PSE and Sports, with the expectation that all pupils choose at least one language, one science and one social subject. Please see Appendix 1 for details of the subjects currently available.
- Parents' evening in the second half of term 2 (early March)
- End-of-year exams in May in the majority of subjects

- End-of year report in June

#### S4

- In general pupils continue the 8 National 5 courses they started in S3.
- All pupils study English and Mathematics, with the expectation that all pupils choose at least one language, one science and one social subject.  
Please see Appendix 1 for details of the subjects currently available.
- SQA assignments, which contribute to the final grade, in some subjects.
- Prelim exams in January Parents' evening in the second half of term 1 (early December)
- Annual report at the end of term 2
- SQA exams begin late in late April

#### S5

- In general, pupils embark on 5 Higher courses, with English being the one expected course for all pupils.
- SQA assignments, which contribute to the final grade, in some subjects.  
Please see Appendix 2 for details.
- Prelim exams in January
- 2 Parents' evening: one in the first half of term 1, following tracking point 1; the second in term 2 following the prelims
- Annual report in late December
- SQA exams begin in late April

#### S6

- The curriculum in S6 is as designed to be as flexible as possible, responding to pupils' requirements.
- Courses are available at a range of levels  
Higher  
Advanced Higher
- Modules covering specific topics
- There will be SQA assignments/ dissertations for many certificated courses, which contribute to the final grade.  
Please see Appendix 3 for details.
- Prelim exams in January
- Parents' evening in the second half of term 1 (late November)
- Annual report at the end of term 2
- SQA exams begin late April

## 8. Support for Learning

The Support for Learning Department provides support to pupils, of all levels of ability, who have barriers to their learning. These barriers can be temporary or longer term. Support can be given by working with pupils individually or in small groups or by offering advice to staff and parents on how to more effectively support pupils. Support put in place will be flexible depending on the changing needs of the pupils. Where necessary, the department will liaise with external agencies.

Where a learner experiences significant difficulties it may be appropriate to reduce their curriculum. This will decrease their workload and allow for support to be provided for their remaining subjects. Where pupils experience difficulties but have a full curriculum, the department offers support sessions both before school and during lunchtimes.

In addition to offering support to learners experiencing difficulties, the department also screens pupils, who have been referred by teachers, parents or the pupils themselves, for the possibility of a variety of difficulties. Where appropriate, pupils will be referred to appropriate professionals for further expert assessment.

Applications for assessment arrangements, where pupils have significant difficulty accessing exams, is also done by the Support for Learning Department in collaboration with subject teachers.

Fees 2023/2024

Full details of fees for Nursery, Kindergarten, Prep and Senior School can be found [here](#).

Website: [School Payments | The Glasgow Academy](#)

## 9. Fees & Bursaries

### 9.1. Fees 2023/24

Full details of fees for Nursery, Kindergarten, Prep and Senior School can be found [here](#).

### 9.2. Bursaries

The Academy is able to offer some free places and help with fees through the generosity of its former pupils, parents and friends. Bursaries are means-tested according to the family income and financial position of each applicant.

Help with fees (10-100%) may be awarded at entry to Prep 7 and to all years in the Senior School, based on evidence of financial need and entrance test results. Help with fees may also be awarded to existing pupils in Prep 7 and in the Senior School in cases of demonstrable financial need. It is not currently available below Prep 7 because of the level of need for bursaries in Prep 7 and in the Senior School.

Families applying for help with fees will be asked to supply information about their financial circumstances, including assets and income, in confidence. By way of guidance, we are unlikely to be able to help parents whose combined income currently exceeds £65,000 if one child is to be educated or £75,000 if two children require financial assistance, or where there are significant assets.

In order to ensure fairness and enable the school to prioritise help, bursary applications should be submitted prior to the January entrance exam or - for existing pupils - by mid-May each year.

No difference is made between those children getting help with fees and those whose parents are paying full fees, and there is no public statement of the award of help with fees. All help with fees is reassessed annually, and therefore might rise or fall, but will normally continue at a similar level as long as a child is in the school, provided there is no significant change in the family's financial situation.

No difference is made between those children getting help with fees and those whose parents are paying full fees, and there is no public statement of the award of help with fees. All help with fees is reassessed annually, and therefore might rise or fall, but will normally continue at a similar level as long as a child is in the school, provided there is no significant change in the family's financial situation.

If you would like to discuss a bursary for an existing pupil, please contact the Rector's PA:  
[recpa@tga.org.uk](mailto:recpa@tga.org.uk)

### 9.3. Fees Arrears/Financial Difficulties

If any parents feel that they are at risk of falling behind with the payment of their child's fees, they should contact the Head of Finance, Mrs J. McInnes, to discuss the matter and agree a method of proceeding.

It is imperative that parents contact Mrs McInnes as soon as they realise that prompt payment of fees may be in jeopardy. Failure to do so may result in outstanding debts being passed to the school's debt collectors, and your child being excluded from school.

The School reserves the right to charge an administration charge in relation to outstanding fee correspondence.

It is our policy to apply 2% interest per month to fees which are paid late.

### 9.4. Withdrawal

If a pupil is to be withdrawn from the school at the end of a term, notice thereof must be given, in writing, to the Rector, not later than the last day of the preceding term. If for any reason a pupil's withdrawal is uncertain, provisional notice should be given in writing within the timescale stated above. If you write to the Rector to give a term's notice such letters will always be acknowledged.

In the event that late notice of a pupil's withdrawal is given, parents will be liable to pay the tuition fees for the term following the intended date of withdrawal. In the event that pupils are withdrawn during the course of a term without the required notice, parents will be liable for tuition fees and capital levy for that term plus a proportion of the next term's tuition fees corresponding to the number of days the pupil was enrolled in the school during the term when the withdrawal occurred. The effect of this rule is that an additional term's fees are payable if the required notice of withdrawal is not given.

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## 10. Health & Wellbeing Centre

The Health & Wellbeing Centre is open during the school day Monday to Friday term-time. It is situated by the Dining Hall, in the back playground and is run by our School Nurses. School Nurses are available to give advice to all pupils, parents and staff who have a concern or require any health information.

The Health & Wellbeing Centre is where unwell and injured pupils are brought for treatment. If you are contacted by a Nurse or school to collect your child to go home, please confirm with Reception in either the Administration Centre or Prep School. For security reasons, we ask that you go to the relevant school Reception and your child will be brought to you there.

### 10.1. Medicines

If your child requires medicine during school hours, then please do not give medicine to your child's Class Teacher or to a Learning Assistant. A medicine consent form must be completed: these are available to download and print out from SharePoint, under Parent Information on the website, or can be obtained directly from the Administration Centre, Prep School Reception or the School Nurse. The completed form and medicine should be given to either the School Nurse or Reception directly. Please do not give Prep School pupils medicines (e.g. Calpol sachets, cough linctus etc) to hold in their school bag and take themselves.

### 10.2. Guidance on school attendance

To ensure the wellbeing of other pupils and staff, if your child is not well, please do not send him/her to school. We also ask that after all vomiting or vomiting and diarrhoea incidents, parents please leave 48 hours from the last episode before returning children to school.

### 10.3. Public Health Guidelines

The Academy follows public health guidelines on infection control for children in schools and pre-5 establishments. An overview of the main illnesses affecting our pupils and relevant guidelines are given below. If in doubt, please seek further advice from your GP.

Infection or Symptoms	Recommended Exclusion	Comments
<b>RASHES/SKIN INFECTIONS</b>		
Athletes Foot	None	Not serious infection, child should be treated
Chickenpox (Varicella Zoster)	Until all vesicles have crusted over (usually 5 days)	Pregnant staff should seek advice from their GP if they have no history of having the illness*
Cold Sores (Herpes Simplex)	None	Avoid kissing and contact with the sore
German Measles (Rubella)	4 days from onset of rash	Preventable by immunisation. Pregnant staff should seek advice from their GP
Hand, Foot and Mouth (Coxsackie)	None	If a large number of children affected contact HTP as exclusion may be required
Impetigo (Streptococcal Group A skin infection)	Until lesions are crusted or healed or 48hrs after starting antibiotics	Antibiotics reduce the infectious period
Measles	4 days from onset of rash	Preventable by immunisation. Pregnant staff should seek advice from their GP
Molluscum Contagiosum	None	Self-limiting condition
Ringworm	Not usually required unless extensive	Treatment is required
Roseola	None	None
Scabies	Until first treatment has been completed	2 treatments are required including treatment for close contacts

Scarlet Fever	Child can return 24hrs after starting appropriate antibiotic treatment	Antibiotic treatment is recommended for the affected child
Slapped cheek/fifth disease (Parvovirus B19)	None (once rash has developed)	
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause Chickenpox in those who are not immune, i.e. have not had chickenpox. It is spread by very close contact and touch
Warts and Verrucas	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms
<b>DIARRHOEA AND VOMITING ILLNESS</b>		
Diarrhoea and/or vomiting	48 hours from last episode of vomiting/diarrhoea	
E. Coli 0157 VTEC Typhoid and paratyphoid (enteric fever) Shigella (dysentery)	Should be excluded for 48hrs from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting	Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices.
Cryptosporidiosis	Exclude for 48hrs from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled
<b>RESPIRATORY INFECTIONS</b>		
Flu (Influenza)	Until recovered	
Tuberculosis		Requires prolonged close contact for spread until no longer infectious
Whooping Cough (Pertussis)	48 hours from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks.
<b>OTHER INFECTIONS</b>		
Conjunctivitis	None	
Diphtheria	Exclusion is essential	Family contacts must be excluded until cleared or return by your local HPT. Preventable by vaccination
Glandular Fever	None	
Head Lice	None	Treatment is recommended only in cases where live head lice have been seen
Hepatitis A	Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice)	
Hepatitis B, C, HIV / AIDS	None	Hepatitis B, C and HIV are bloodborne viruses that are not infectious through casual contact

Meningococcal Meningitis/ Septicaemia	Until recovered	Meningitis C is preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak it may be necessary to provide antibiotics with or without meningococcal vaccination to close school contacts
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Please inform the School Nurse when your child returns to school.

Additional information for parents of children in Nursery, Kindergarten and After-school Care.

In the event your child has a bump to the head, the school will contact you to inform you of the injury. Depending on the severity of the injury, you may be asked to collect your child as a precaution.

## 11. Counselling

Counselling provides a vital, safe space for young people in the Senior School to talk confidentially about any confusing, challenging or problem areas in their life. It is a place where they will be respected and listened to as they make sense of and deal with issues such as exam pressure, family problems, bereavement, anxiety, anger, friendship problems, low self-esteem, sexuality, identity, body image and self-harm.

Our counselling service is located in the Health and Well-Being Centre above the nurses' office. A concerned teacher or tutor may refer a young person on, or a parent may do so. It is every young person's choice as to whether or not they want to participate in counselling and this can be discussed in the first session. A young person can also self-refer through various confidential means such as asking their tutor or Head of House, or speaking to the school nurse. The counsellor will arrange a time that is suitable for the pupil and ensure privacy and confidentiality when getting to, and attending, sessions.

For a parental referral, we ask that an initial referral request be made through the Tutor, Head of House or a member of the Senior Leadership Team, to enable a joined-up approach to supporting our young people.

Our counsellor, Mrs Young, holds a Diploma in Psychodynamic Counselling from the Garnethill Centre, which is affiliated with the University of the West of Scotland, and validated by COSCA. Subsequently, she took a modular course in the Essential Elements of Counselling Children and Young Adults (according to the BACP (British Association for Counselling and Psychotherapy) framework) at the University of Strathclyde. She is a member of the BACP. She also holds Masters degrees from Glasgow and from Strathclyde. This confidential service is free.

Counselling is also provided by the Exchange Counselling service. The counsellor works collaboratively with the young person and all the connections which surround them and focuses on building resilience.

## 12. Homework



There is no single, set way or time your child must do their homework - children and their families all have different commitments and routines. What is important is that you have a clear plan agreed as to when time is protected for learning outside of school when they are least tired, in a quiet location with a clear working surface and well away from distractions such as phones, gaming and TV. If you have concerns about any aspect of your child's homework, please contact the class teacher.

#### Prep School Homework

Additional guidance on Prep School homework will be available at the start of term.

#### Senior School Homework

Homework guidance for Senior pupils can be accessed via the pupil handbook.

### **13. Sport**

For the most up-to-date information on sporting fixtures, venues and results, and to access Mrs Toft's letters regarding the start of term for both Prep and Senior Schools, which contain loads of useful information, check out The Academy's sports desk: [www.theglasgowacademysport.org.uk](http://www.theglasgowacademysport.org.uk)

If we are playing away you will have a link to the location map of our opponents' school. If you are visiting the Sports Desk on your mobile you will notice it loads as a Mobile Web App. Save the icon to your home screen and you access Academy Sport on the go.

For P5 - P7 only

In order to return on the After-school Care bus, the children will need to be booked on it. We ask that you make your booking by 2.30pm that day at the latest.

### **14. Assessment & Reporting**

#### 14.1. Assessment

The Prep School uses both formative assessment and standardised testing.

All Prep 1-7 pupils sit standardised tests at the beginning of the session.

Prep 1 pupils sit a baseline assessment called 'PIPs' which gives teachers an overview of a child's ability in maths and reading. Teachers can therefore tailor provision and put in place interventions as required.

Prep 2-7 pupils sit a non-verbal reasoning test and the results of this, alongside classroom attainment, enable teachers to see both a child's achievement and potential, and hence throughout the session tailor their teaching to meet the child's needs in an appropriately differentiated way. A Reading Age Test is used from Prep 3-7. This is part of our programme to promote an active reading culture in the school. It is particularly useful in placing children in appropriate reading groups, enabling them to read books that will challenge them suitably, develop their comprehension and reasoning skills, and foster a love of books.

A Spelling Age test is also used from Prep 3-7 to help identify any literacy issues that a pupil may have; teachers can then put in place the necessary intervention to help a child progress.

We ensure that all our maths assessments are diagnostic so that we can identify a child's strengths and weaknesses, allowing us to deliver more differentiated teaching. Our Prep 7 maths assessments are set and marked by the Senior School Maths Department, thus helping in the transition process.

Formative assessments based on the curriculum happen twice a year; these allow class teachers to see areas in the curriculum where pupils have strengths and difficulties. This enables better-informed teaching and targeted provision for each child. Parents receive feedback from these assessments in the form of scores and individual pupil targets, as discussed collaboratively by teacher and pupil.

All this data is used to track our pupils throughout the Prep School and allow for an effective and seamless transition into the Senior School.

As pupils move through Senior School, the following assessment methods are used to support their learning and progress.

Formative assessment:  
(used by teachers with their pupils)

Formative assessment takes place on a day-to-day basis during teaching and learning. A formative assessment is an activity, it could be a single question, a group activity, or an assignment, that a teacher uses to understand pupil learning. It is formative in that it is intentionally done for the purpose of planning or adjusting future instruction and activities. It is not used for the purpose of reporting or grading.

Summative assessment:  
(used by teachers with their pupils)

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national exams, at the end of a course such as National 5 (across S3 and S4) or Higher (S5).

A summative assessment may be a written test, an observation, or a task. It may be tackled through writing, or performance, for example as in Drama, or Hospitality. Whichever medium is used, the assessment will show what has been achieved relative to the specific requirements of the course. It will summarise attainment at a particular point in time and will be useful for tracking progress and for informing pupils and parents in reporting.

Baseline assessment:  
arranged centrally and the information shared with teachers

At the start of S1 and S3 Senior School, pupils also take part in baseline assessments. The assessments used are not based on a specific curriculum, rather they look at pupils' capability in important aspects of cognitive operation, evaluating verbal, non-verbal, quantitative and spatial operation.

Pupils cannot study or prepare for these assessments and they are not used for grading or reporting. The data collected from these assessments is one point of information to help the school understand a pupil's capabilities and helps contextualise their on-going progress.

#### 14.2. Reporting

Your child will receive reports on their academic progress.

All reports are published via the school portal.

In the Preparatory School at Kelvinbridge, Milngavie and Newlands, report are published:

End of Autumn Term Prep 1-7

End of Summer Term Kindergarten - Prep 7

In the Senior School, pupil progress is monitored and reported in three ways. Every five - six weeks, all Senior School pupils receive a tracking report in which teachers assess pupils' Attainment and Approach to Learning.

This information is recorded and communicated on the school portal. In addition to this each pupil receives a written report as follows:

End of Autumn Term S5

End of Spring Term S4, S6

End of Summer Term S1, S2, S3

There are also two diets of school exams for Senior School pupils:

Pupils in S4, S5 and S6 sit their Preliminary Examinations in January

Pupils in S1, S2 and S3 sit School Examinations in May

Parents receive a copy of the results of these examinations shortly afterwards.

### 15. Guides and Policies

Our Parent Portal will give you greater insight into your child's in school experience:

- Pupil timetables – Information on subjects and teachers
- School reports and Academic Tracking – after publication these will be available on the portal
- Daily bulletin information – generally used for publication of information to pupils
- School Calendar – important dates, parents' information evenings and whole school events
- Merits (Senior School only) – A record of merits received in one of 4 categories: community, conduct, effort or performance
- Clubs (Prep School only)
- Attendance data

You can access the parental portal [here](#).

If you are an Apple or Android user, you can also download the iParent App through the app store on your mobile device.