

# Eden Park Academy, Dunfermline

## School Handbook 2019-20



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## **Foreword from Head of Education**

I have great pleasure in presenting this handbook to you. It is designed to provide key information about our educational provision for bodies such as Education Scotland, local authorities and our partners and care providers. It offers an insight into the life and ethos of the school while also offering detail about practical arrangements and curricular provision which will be helpful in decision making processes and supporting young peoples' education. Eden Park Academy is keen to work with all partners who can enhance the experiences of our young people. We are building a culture of continuous improvement and self-evaluation leading to outstanding outcomes for all young people. It is our vision that Eden Park Academy, Dunfermline is a sector-leading Social, Emotional and Mental Health school.

The school offers a broad general education from S1 to S3 in academic subjects which will ensure our young people can succeed in the job market and in further and higher education after leaving school as well as a rich vocational curriculum catering for all needs and interests. Wider Achievement opportunities offer the chance to enhance lives through exploring hobbies and individual interests, as well as therapeutic approaches to support health and wellbeing. In S4 pupils will have the opportunity to study a variety of National Qualifications and other vocational courses to enhance their learning.

Our overarching aim is simply that 'Every Pupil Achieves'. We aim for achievement in every sense and look to equip young people with skills for leading a successful life independently as well as a relevant and appropriate set of qualifications to enter the workforce. This is underpinned by our shared values of Excellence, Equity, Participation, Partnership, Pride, Aspiration, Ambition, Achievement. We expect excellence in everything we do and this will be evident in the outcomes of our young people.

Richard Graveling,  
Head of Education.

August 2019.

## **Practical information**

This section provides background information about our school. It details how our school day and school year are composed and contact details.

It deals with the practical aspects of young people's attendance at the school. It provides information on the following:

- Contact details
- About the school
- Timings of the school day
- Term dates
- Attendance and absence
- School uniform
- Catering and food
- Travel to and from school
- Supervision
- Security
- Unexpected closures
- Mobile devices
- ICT use
- Assessment and reporting
- GIRFEC

### Contact details

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### About the school

The school provides education for boys and girls aged 11-16 who have social, emotional and/or mental health challenges. The school is equipped for and specialises in catering for young peoples' needs in a nurturing, supportive and professional way. Our vision is to build better futures for young people who have experienced significant challenges through an education suited to their needs. S1-3 experience a broad general education and S4 pupils have the opportunity to undertake qualifications from SQA and other providers. The school is non-denominational and we promote tolerance, respect and diversity. Our young people will reside in our residential care homes predominantly and there is capacity to accommodate day placements for young people who are looked after and accommodated elsewhere, or live at home and are unable to access mainstream education.

### Timings of the school day

Young people will have a set routine depending on their level, so while there is a 'period' structure, young people know what to expect from day to day (reducing potential anxiety around traditional timetables). The timings are as follows:

<b>Period/session</b>	<b>Timings</b>
Breakfast club	9.15-9.30
1	9.30 – 10.20
Interval	10.20 – 10.35
2	10.35 – 11.25
3	11.25 – 12.15
Lunch	12.15 – 13.00
Wider Achievement/interests/practical subjects	13.00 – 15.00
Home circle time	15.00 – 15.15

For details of how the day is structured for individual young people, see 'Curriculum' section below.

## Term dates

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
<b>Autumn</b>	Monday 19 August 2019 (teachers) Wednesday 21 August 2019 (pupils)	Friday 04 October 2019 ( 35 teacher; 33 pupil days)
<b>Winter</b>	Monday 21 October 2019 (teachers) Tuesday 22 October 2019 (pupils)	Friday 20 December 2019 ( 45 teacher; 43 pupil days)
<b>Spring</b>	Monday 06 January 2020 (teachers) Tuesday 07 January 2020 (pupils)	Friday 03 April 2020 ( 63 teacher; 61 pupil days)
<b>Summer</b>	Monday 20 April 2020	Thursday 02 July 2020 ( 52 teacher; 51 pupil days)

### Attendance and absence

The school expects young people on its roll to attend school whenever possible. Given the situation many of our young people there are significant challenges.

There are strong daily links with our care homes and reasons for non-attendance are discussed. The multi-agency approach taken with our young people supports this process, and social work and corporate parents work closely with school staff to ensure academic and pastoral progress for all.

Attendance figures for individual young people are recorded, analysed and reported on and shared with placing local authorities and all stakeholders so there can be a concerted effort to ensure support for young people to attend and benefit from their educational experience.

### School uniform

Eden Park Academy has a simple but clear expectation around school uniform. Young people are expected to wear the blue Eden Park Academy polo shirt whilst at school. They should wear black trousers to complement this. It is important that they conform to this as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing

### Catering and food

The open space at the core of the school will be used as a flexible learning area, but also as an eating area. It is situated next to the kitchen.

Food and health is an integral part of the curriculum (see 'Curriculum' section below) and the approach to food within the school at breaks and lunch will reflect this. In this respect arrangements will complement the work being undertaken in the homes to support healthy choices and independent living.

Young people contribute to the planning and preparation of food for lunch, in partnership with their associated care staff who will be on site during school hours. As we move forward, the intention is to grow food (fruit, vegetables) onsite for mealtimes, this will obviously be dependent on season. This will be supported through the 'Employability/creativity and enterprise/PSE/PE/citizenship' and Health and Wellbeing components of the curriculum.

### Travel to and from school

Young people will travel to and from school with the care staff they know from their respective homes. They will not travel independently unless this is planned beforehand as part of building capacity for independent living. For example, the joint target for a young person may be for them to travel by bus to a college placement and return to the school in the same way. There would be a detailed risk assessment and planning in advance taking into account the needs of the young person.

### Supervision

Young people will be supervised at all times and will be encouraged to work independently. They will have the opportunity to socialise in the central area of the school but will not be allowed off site at any time. The green area around the school is available for outside socialising/breaks and young people will be supervised in this area. Provision will be made for 'time out' in individual cases depending on needs and behaviours.

### Security

The school building is secure and safe for young people but is not locked during the school day. The school is contained on the first floor of Sovereign House and young people do not have access to the ground floor as this presents a safety and confidentiality risk. Young people will be able to access the stairwells

at either end of the building for purposes of using the fire exits if necessary. The front desk (at the only entry/exit point to the building) will be staffed at all times by the School Administrator so any movement into and out of the building will be monitored and recorded. A visitor/signing in/out book is maintained at all times.

#### Unexpected closures

Most closures will be notified to registered managers in writing, in advance, but there are occasions when young people may be dismissed early without warning, e.g. as a result of power cuts or severe weather. This will be minimised as far as possible to ensure education provision, however health and safety is of utmost importance and on rare occasion the decision has to be made to close. As young people travel with their carers to and from school they will ensure they arrive at home safely. Regular communications with registered managers will be maintained at such times to ensure the safety of young people.

#### Mobile devices

Young people will not be allowed their own mobile devices within the school. This is to ensure safety and security and minimise disruption and distraction. Devices to be used for research activities will be provided so we can guarantee safety and security. Care staff will support this, so expectations are shared consistently and standards maintained.

#### ICT acceptable use

Eden Park Academy recognises that access to Information and Communications Technology (ICT) equipment helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for young people and staff to use. Staff will work closely with young people to outline the behaviours that pupils are expected to follow when using school equipment. The purpose of this is to protect young people online and to protect the school's equipment.

### Assessment and reporting

Eden Park Academy assesses young people in a range of ways appropriate to the learner and the area of the curriculum/personal development focused on. The school informs stakeholders (homes and corporate parents, local authorities, social workers, etc.) of progress through:

- Parents' evenings twice a session
- Information sessions
- Termly reports
- Daily narratives available to registered managers at all times
- Home-school books/learning logs
- Reporting on joint targets
- Through homework and joint working on specific projects (e.g. John Muir Award)

For more detail, see the separate Assessment and Reporting Policy

### **Getting It Right For Every Child (GIRFEC)**

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed.

The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

## Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Eden Park Academy's approach to curriculum design and supporting our young people reflects GIRFEC and the pastoral care we provide is evaluated against the wellbeing indicators. This complements the work being undertaken within our homes and ensures a common approach to measuring young peoples' progress.

## Support for Pupils

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes and may have already been identified and addressed previously and communicated through referring local authorities and detailed on a Coordinated Support Plan. This involves close co-operation between the carer (Registered Manager for young people accommodated in our homes), the young person and the staff in school – they are the core part of the Team Around the Child. The Team also draws up and reviews plans to meet the needs identified.

The school makes provision for pupils with additional support needs throughout their education:

- each teacher differentiates the curriculum within their group to provide educational targets and objectives suited to their age and stage of development
- the school has the expertise of a SENCO (based at EPA Carlisle) to draw upon for advice on meeting needs
- the school can ensure specialist 1:1 input to support learning through adequate staffing to meet individual needs

Young people are assessed to determine levels of ability and to assess any additional needs to ensure they can accelerate their learning once their needs are addressed. The school can access local authority services to cater for the needs of visually impaired or deaf young people. These needs will be detailed on the Coordinated Support Plan or ECHP (as appropriate).

## **Links to our homes and parental/carer involvement**

We aim to provide truly wraparound care, involving a flexible and broad learning experience to equip young people with the skills, attributes and resilience to flourish as adults after leaving care.

In order to achieve this, our school needs to capitalise on the partnerships we have with our residential homes. This is achieved through regular contact with care staff and registered managers through conventional means (phone and email) and through daily narratives and reporting processes.

In addition to this, initiatives are being piloted to promote these links further:

### 1) John Muir Award

Young people will be introduced to the John Muir Award scheme and will Discover a wild place/space with the support of the school. They will then explore and conserve an area near their home (or through outdoor learning if their home is not in a rural location) and share their experience at school. This will result in the Discovery Award after year one and progressing to higher levels in subsequent years.

### 2) Joint targets and home-school book

The relevant Key Teacher at Eden Park Academy will facilitate, in partnership with care staff, setting, monitoring and reporting on joint targets for each young person. This will promote collaboration between home and school, informal and regular reporting on progress, and ensure continuous development in key areas to build capacity for independent living and resilience.

Joint targets could include:

- Cognition and learning
- Social, emotional and mental health
- Physical and sensory
- Communication and interaction
- Preparing for adulthood

## **School Ethos**

The school values are:

- Excellence
- Equity
- Participation
- Partnership
- Pride
- Aspiration
- Ambition
- Achievement

The overarching aim of the school is that 'Every Pupil Achieves'. This recognises that each young person is unique and achievement takes many forms – academic, social and emotional, sporting and vocational.

The school works in partnership with young people and it values their input into self-evaluation and planning.

Learners' views are sought on their learning experiences and this adds to the overall evaluation of school progress.

Young people are encouraged to take on responsibilities including leadership opportunities, representing the school at various events and working with the wider community.

## Teaching Staff

The table below shows school staff and their qualifications and experience.

Name	Position	Experience	Qualifications
Kathleen Cassidy	Head Teacher	Head Teacher, Pentland School, Coatbridge. Depute Head Teacher, Pentland School, Coatbridge. Principal Teacher, Pentland School, Coatbridge. Teacher, Pentland School, Coatbridge. (1998-2019). Home maker working with single homeless young people, Strathclyde Regional Council (1986-1993). Project Leader, Chronically Sick and Disabled Project, Strathclyde Regional Council (1985-1986).	PGDip Inclusive Education, Glasgow University (2013). B.Ed. Primary Education, St Andrew's College, Glasgow (1998). Certificate in Social Care, Motherwell College (1985). Full GTCS registration.
Janet Bell	Teacher	Teacher in various Fife Primary schools with responsibility for ASN (2013-2019). Teacher of Special Educational Needs, Woodmill High School, Dunfermline (1995-2012). Lecturer in Communication, Elmwood College (1993-1995). Education Officer, Grampian TV (1990-1992). EFL Teacher, Oxford Idiom Language School, Spain (1981-1983).	PGCert Disruptive and Disturbing Behaviour in Education, Edinburgh University (1998). PGCert in SEN, University of Aberdeen (2002). Diploma in Primary teaching, University of Aberdeen (1976). Full GTCS registration.
Hazel Christie	Teacher of RME, PHSE, English and Humanities	Head of Department and leader of curriculum development for Curriculum for Excellence in a number of schools throughout Scotland in varied settings.	MA (Hons) Religious Studies Postgraduate Diploma in Education – Secondary. Full registration with GTCS.
Hazel Cooper	Teaching Assistant: responsibility for coordinating Art & Design	Manager, Ernest Jones Jewellers, Stirling Numerous and varied roles in customer services and complaint management	Professional qualifications in retail, business and customer services

	and Health and Food, and therapeutic approaches	Counselling, guided meditation and mindfulness instruction for groups of adults	Certificates in the delivery of mindfulness.
Andrew Mackinnon	Teaching Assistant	Many years' experience working in the care industry. Foster carer for several years in the Fife area.	Multiple qualifications in the catering industry. Qualified engineer and mechanic.

# Curriculum policy

## The design of our curriculum

Our curriculum design originates in the vision and values underpinning our education services, and is designed specifically to reflect these and the unique ethos of our school.

Our vision is to offer a sector-leading service to vulnerable young people as a SEMH (Social Emotional and Mental Health) school. This requires a flexible, adaptable curriculum structure and the ability to personalise experiences and outcomes for individual learners.

### Aims and values

Specifically, our aims are:

We aim to be the **best we can be** at all times. We are **resilient** and constantly look to improve, **supporting** each other and playing to our **strengths and interests**. We **learn** from our practice and **share** it with each other, supported by relevant and focused **professional learning**.

**Everybody** – our learners and professionals together – **contributes to our success** regardless of their circumstances, responsibilities and prior experience. **We all have a voice** and contribute to decisions.

We promote **rights and responsibilities** and support our young people to be **effective contributors** to society and **responsible citizens**. Our schools encourage active participation in local communities and wider society.

Our young people are supported to **build partnerships** within their school, their **local community**, **external agencies** and **local businesses/charities** to promote **citizenship** and develop them as an active part of the **future workforce**.

All our young people **achieve** the most they can supported by a **relevant, stimulating curriculum personalised** for them and offering the **choice** to allow them to improve their **life chances**. We create **effective** and **supportive learning environments** to ensure every pupil achieves their best. We place each **child at the centre**, with their **health and wellbeing** our priority.

We are consistently **compassionate** and **patient**, and skilfully apply our expertise to create a **caring** and **tolerant** ethos.

We are increasingly **proud of our achievements and celebrate** them regularly as part of a vibrant and dynamic learning community.

Our values are:

<b>E</b> den	<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Being our best and continuously improving</li> <li>• Visualising excellence and knowing how to get there</li> </ul>
	<b>Equity</b>	<ul style="list-style-type: none"> <li>• Equal opportunities to develop for all members of our community</li> <li>• Achievement for all regardless of challenges</li> </ul>
<b>P</b> ark	<b>Participation</b>	<ul style="list-style-type: none"> <li>• In enriching activities, communities, and society as a whole</li> <li>• Professional learning</li> </ul>
	<b>Partnership</b>	<ul style="list-style-type: none"> <li>• Across agencies and organisations</li> <li>• With communities</li> <li>• With care providers</li> </ul>
	<b>Pride</b>	<ul style="list-style-type: none"> <li>• In our learners' progress</li> <li>• In our achievements</li> <li>• In our ethos</li> </ul>
<b>A</b> cademy	<b>Aspiration and Ambition</b>	<ul style="list-style-type: none"> <li>• Creating a supportive and aspirational climate</li> <li>• Ensuring our young people see the possibilities for their futures</li> <li>• Prioritising health and wellbeing</li> </ul>
	<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Developing excellent teaching practices to support learners</li> <li>• Building a personalised curriculum for individuals to ensure every pupil achieves</li> <li>• Managing data effectively to ensure we make sound judgements</li> </ul>

Structure

We design our curriculum around the challenges, needs, context, rights and wellbeing of our individual learners. Our curriculum is themed around three key areas:

- Literacy, Humanities and citizenship
- STEM (Science, Technology, Engineering and Maths)
- Health & Wellbeing, Skills for life and work, and creativity

This structure allows the meeting of individual needs in a supportive and nurturing learning environment, ensuring that the capacities of Curriculum for Excellence are at the core of our everyday practice. Our learning experiences (focused on expert teaching using AifL, active learning and incorporating personalisation and choice to engage learners) ensure our young people develop learning skills through application, breadth and challenge. Celebrating achievements, regular feedback, a range of active and outdoor learning experiences, and attention to individual needs and wellbeing mean our young people develop self-esteem and confidence, and re-engage with learning quickly. We encourage discussion and cater for the interests of individual learners through flexibility to ensure they develop the ability to contribute effectively in their future lives as responsible citizens.

To ensure the integrity of our aims, we continuously evaluate against the principles of the curriculum, specifically:

- Challenge and enjoyment: for engagement
- Breadth: for flexibility and building capacity for the future
- Progression: through clear planning for an individualised curriculum
- Depth: specialisation depending on interests
- Coherence and clarity: based on our vision and values
- Relevance: to young peoples' lives, interests and future
- Personalisation and choice to engage all our learners in learning

### Equity and flexibility

Equity, flexibility and compassion underpin our decisions about our young peoples' learning experiences. While the structure of our curriculum is clear, there is adaptability incorporated to meet the needs of our young people and change their experiences as required. As they have significant challenges in their lives and have suffered significant trauma in the past, Health & Wellbeing is a priority. The uniqueness of our setting requires more of a focus on this than in mainstream schools and our staffing, accommodation and curriculum structure reflects this. Our curriculum is designed to ensure young people's awareness of the diversity within society is developed and tolerance and compassion is built.

### Review and development

Our curriculum is regularly reviewed and evaluated by all members of teaching staff, based on feedback obtained from our young people and a range of other evidence obtained from our self-evaluation framework. We take a collaborative approach to curriculum planning and the development of the curriculum offers a unique opportunity to build a responsive and relevant curriculum through a shared understanding based on our visions, the capacities of the curriculum and bound together by clear principles of curriculum planning. Daily meetings of the whole staff will bring together the experiences of the day and celebrate successes and address challenges. Regular peer observations will provide feedback on learning experiences for discussions and monthly meetings will focus on an area of self-evaluation with a strong focus on the curriculum. This will ensure the needs of our learners continue to be met going forward.

### Health and wellbeing, confidence and self-esteem

Through our curriculum we aim to ensure personalisation for our young people in their experiences to truly engage them in their learning. This will undoubtedly lead to successes and achievements in a wide range of achievements; academically, in skills development, creatively and in independent living. These will be celebrated regularly. Compassion and understanding of peers will ensure our young people are prepared for life in a diverse society.

Depending on the young person's situation, the celebration of this achievement and success is appropriate for their prior learning and experiences. This will be celebrated in a range of ways appropriate to individuals and will ensure equity and the meeting of individual needs. It is vital that learning experiences facilitated by our curriculum build confidence and self-esteem to ensure engagement and inclusion.

### Skills for life and work

Our curriculum is designed to develop skills for learning, life and work. These will be highlighted through day-to-day learning experiences. Independent living skills will be incorporated in our curriculum to ensure value is added to our young people so they can function as responsible and independent citizens and break the cycle of trauma and negative lifestyles which are detrimental to quality of life for our young people. There will be an overt focus on skills for work through a skills framework which focuses on specific skills throughout the school session. Our young people will be able to talk about the skills they have developed and how they are applicable to the world of work. They will develop an understanding of their strengths and interests and apply this to the

world of work and formulate an action plan for their future, appropriate to their situation and abilities. Young people will be encouraged to develop their creativity and enterprise skills: through enterprising learning activities and partnerships with local schools, community groups, potential employers, Drama, Art, Music, hairdressing/beauty, mechanics/technology and other activities relevant to their interests. These activities will be evaluated by learners and teachers against the skills framework to ensure activities are progressively challenging and build on prior learning.

### Inter-disciplinary and themed learning

Our curriculum is based on inter-disciplinary learning and connections between curricular areas. Our focus on three areas of the curriculum and linked themes within them ensures this, and is appropriate for our young people to support the principles of curriculum design. For example, Literacy will be learned and assessed through themes related to Geography, History and Modern Studies themes as well as an individual subject (reading and writing) and Mathematics through themes in Science (volume, weight) as well as through life skills Maths (through experiential learning) and Mathematics in its own right (algebra, addition, subtraction, etc.).

The 'Timetabling and the school day' section below shows how this works on a practical level.

## **Development of our curriculum**

The ongoing evaluation of our curriculum is central to ensuring excellent experiences for all our young people. This is supported by our self-evaluation framework which focuses on young people's experiences and ensures professionals are reflecting continuously on the curriculum and their practice. Fortnightly Head Teachers' meetings and monthly whole staff self-evaluation meetings ensure that this takes place.

Successful partnerships with other schools, community groups, colleges, potential employers and other partners will encourage us to look outside our own practice and share good practice with others to continuously improve our practice.

Our collegiate ethos ensures sharing of good practice and a mechanism for developing ideas and strategies for improvement in our curriculum. Daily meetings allow this and our supportive and inclusive culture encourages shared/distributed leadership of the curriculum.

## **Learning pathways**

Our curriculum is flexible and adaptable to individual needs, and our procedures in place for tracking and monitoring individual achievements and progress will ensure there are numerous pathways available for young people to progress in their learning depending on their ability, prior learning and skills, interests and aspirations.

Our curriculum with the three overarching curricular areas, alternative accreditation through ASDAN and SQA NPAs and standalone units at all levels, and outdoor/experiential learning will ensure many possible pathways for young people.

High quality learning experiences facilitated through excellent teaching (achieved through validated self-evaluation and training where appropriate) will ensure that this flexibility is available to young people.

## **Skills for learning, life and work**

Young people will gain a range of skills for learning, life and work as mentioned in 'The Design of our Curriculum' above. This will be complemented by independent living skills to support them as responsible citizens and effective contributors in later life. The skills framework to be implemented will supplement this and allow young people to reflect on their progress in this area.

Enterprise and creativity will further enhance progress in this area.

## **Timetabling and the school day**

Young people will start their school day in a restful and reflective manner during 'transition time', taking place in the library/media centre. This will allow transition to the school day and a chance to integrate into the environment and socialise at the start of the day. As young people travel with their care workers/social workers, this allows a chance to acclimatise to the situation. During this time, there will be mindfulness, relaxation and quiet reading opportunities in a relaxing and supportive environment.

The day will be split into six sessions to support the formal curriculum. Each session will be devoted to a curriculum area or personal development focus, with flexibility to vary the subject/content/activities to reflect learners' needs within the session. There will be one 15 minute break and 40 minutes for lunch.

Young people will be grouped according to their general ability level: Early/First Level, Second and Third Level, and Senior Phase. This will allow learning to cater for differing needs. There will be further differentiation within groups if required.

The table below shows the structure of each day:

Session	Early/First and Second Levels (BGE)	Third and fourth Levels (BGE)	Senior Phase (BGE)
9.15-9.30	Breakfast club		
Session 1 (9.30-10.20)	Literacy and Humanities	STEM	Creative
<b>BREAK (11.15-11.30)</b>			
Session 3 (11.30 – 12.15)	STEM	Creative	Literacy and Humanities
Session 4 (12.15-13.00)	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
<b>LUNCH (13.00 – 13.30)</b>			
Session 5 (13.30 – 13.45)	Wider Achievement/Interests		
Session 6 (13.45 – 14.30)	PE/Project/Wider Achievement/Community Engagement/Outdoor Ed/Food & Health/Independent Living		
Session 7 (14.30-15.15)	PE/Project/Wider Achievement/Community Engagement/Outdoor Ed/Food & Health/Independent Living		

### Curricular content

In the Broad General Education, young people will experience a range of subjects under the Literacy and Humanities, STEM and HWB/Creative banners. Teachers and learners can plan their day's/week's activities within these areas to ensure their entitlement is fulfilled.

For example, curricular areas will contain the following:

Curricular area/level	Content
<p><b>Literacy and Humanities</b> – Early level, Second Level, Third Level, Fourth Level</p> <p>Of the five sessions available throughout the week for each group:            3 sessions for discrete Literacy            2 sessions for Social Studies (block rotate 'organisers')</p> <p>Literacy will be developed throughout all experiences</p>	<p>Literacy: English language: reading, writing, listening, talking            Literacy: English literature, film and media studies            Social Studies: People, past events and societies            Social Studies: People, place and environment            Social Studies: People in society, economy and business            Planned using benchmarks and Es and Os at the appropriate levels</p>
<p><b>Literacy and Humanities</b> - Senior Phase</p>	<p>SQA qualifications – National 2, 3, 4, 5. Options from:            English            Geography            History            Modern Studies            Social Subjects            People and Society            RMPS</p>
<p><b>STEM</b> (Science, Technology, Engineering and Maths) - Early and First levels, Second Level, Third Level, Fourth Level</p>	<p>Maths and Numeracy: Number, money and measure            Maths and Numeracy: Shape, position and movement            Maths and Numeracy: Information handling</p>

<p>Of the five sessions available throughout the week for each group:  2 sessions for discrete Numeracy  2 sessions for Science (block rotate 'organisers', some of 'Planet Earth' with Social Studies)  1 session for CDT and Computing</p> <p>Food Technology will be delivered in HWB/Creative</p> <p>Numeracy will be developed throughout all experiences</p>	<p>Sciences: Planet Earth  Sciences: Forces, electricity and waves  Sciences: Biological systems  Sciences: Materials  Sciences: Topical Science  Technologies: Digital Literacy  Technologies: Food and textile  Technologies: Technological developments in society and business  Technologies: Craft, design, engineering and graphics  Technologies: Computing science</p> <p>Planned using benchmarks and Es and Os at the appropriate levels</p>
<p><b>STEM</b> (Science, Technology, Engineering and Maths) – Senior Phase</p>	<p>SQA qualifications – National 2, 3, 4, 5. Options from:  Maths  Lifeskills Maths  Science  Biology  Chemistry  Physics  Computing  Game design  Hospitality  Food technology  Home Economics</p>
<p><b>HWB/Creative</b> - Early and First levels, Second Level, Third Level, Fourth Level</p> <p>Of the five sessions available throughout the week for each group:  2 sessions for Art and Design</p>	<p>Expressive Arts: Art and Design  Expressive Arts: Dance  Expressive Arts: Drama  Expressive Arts: Music  Food and Health: The Food Experience  Food and Health: Developing Healthy Choices</p>

<p>2 sessions for Drama/Music/Dance (flexible) 1 session for Food and Health (also in Wider Achievement)</p> <p>Creativity will be developed throughout all experiences</p>	<p>Food and Health: Nutritional Needs Food and Health: Keeping safe and hygienic Food and Health: The Journey of Food Food and Health: Food and Textile Technologies</p> <p>Planned using benchmarks and Es and Os at the appropriate levels</p>
<p><b>HWB/Creative – Senior Phase</b></p>	<p>SQA qualifications – National 2, 3, 4, 5. Options from: Art and Design Drama Health and Food Technology Hospitality</p>
<p><b>Employability, creativity and enterprise/PSE/PE/RME (session 4)</b></p> <p>‘Organic’ groups depending on roll and interests/abilities. 2 sessions PE, 1 session employability, 1 session PSE, 1 session citizenship (see Appendix 1 below)</p>	<p>‘Employability’ guided by Developing the Young Workforce and skills development. Benchmarks related to Health and Wellbeing (Personal and Social Education): Planning for choices and changes, Physical activity and health, Substance Misuse (if appropriate), Relationships, sexual health and parenthood and Health &amp; Wellbeing (Physical Education): Physical Competencies, Cognitive Skills, Personal Qualities, Physical Fitness. Opportunities for SQA certification in senior phase: Personal Achievement Awards, etc. Also ASDAN. Citizenship experiences: John Muir Award, EcoSchools, outdoor learning. RME: Beliefs RME: Values and Issues RME: Practices and traditions</p>
<p><b>Wider Achievement (session 5)</b></p> <p>(see Appendix 1)</p>	<p>Wider Achievement electives will be devised to cater for a range of interests and abilities to promote engagement. Young people will be able to design these themselves. Examples could include: Transport, Space, Historical periods, Dinosaurs, Nature, Business Start Up, etc. Discussion around this area will take place during time with key teachers at either end of the day. This time also gives an opportunity to explore pastimes our young people may not have a chance to experience: model making, cycling, craft, etc. Also a chance to expand on art or music project work.</p>

## APPENDIX 1 – Planning afternoon activities

### **Background and rationale:**

To support engagement and inclusion, learners will experience their learning in ‘academic’ curricular areas in the mornings and experience activities developing literacy and numeracy, wider interests, outdoor learning, interdisciplinary learning, employability, creativity, enterprise and skills development.

There is a need to ensure structure for this and to provide framework for ensuring worthwhile activities contributing to learner progress.

The outlines for each of the afternoons below is flexible and the afternoons are ‘interchangeable’ to cater for individual needs and interests.

Afternoons can be repeated within a week to cater for needs and interests as appropriate.

The following principles should be adhered to:

- Flexibility to meet needs
- Personalisation and choice
- Challenge and enjoyment
- Relevance
- Developing literacy and numeracy
- Contributing to wellbeing and self-esteem
- Supporting interdisciplinary learning
- Raising attainment and achievement

### **Content:**

Throughout the week, the following areas of the curriculum must be offered:

- Physical Education
- Wider achievement/personal interests
- Community engagement/outdoor learning
- Project work/interdisciplinary learning
- Employability, creativity, enterprise and skills development

Broadly speaking, one afternoon should be devoted to each of these areas throughout the school year.

**Outline/composition:**

**Session/afternoon 1:-**

<b>Physical Education</b>		
<b>Content (high level)</b>	<b>Aspect of curriculum</b>	<b>Opportunities for recognition of achievement/ accreditation</b>
BGE: PE curriculum as per benchmarks and Es and Os.	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: PE curriculum as per National 2, 3, 4, 5 PE qualifications.	Physical Education. Health and Wellbeing. Literacy and Numeracy.	SQA National 2, 3, 4 and 5 PE. Personal Achievement Awards. ASDAN.

### Session/afternoon 2:-

<b>Wider achievement/personal interests</b>		
<b>Content (high level)</b>	<b>Aspect of curriculum</b>	<b>Opportunities for recognition of achievement/ accreditation</b>
BGE: Activities linked to personal interests. Supported by teaching and care staff to decide on interests to be explored. A bank of Wider Achievement areas to be developed to support choices.	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: Activities linked to personal interests. Supported by teaching and care staff to decide on interests to be explored. A bank of Wider Achievement areas to be developed to support choices. Leading to relevant/appropriate qualifications depending on outcomes	Health and Wellbeing. Literacy and Numeracy.  Linked to relevant areas of the curriculum depending on choices made.	SQA National 2, 3, 4 and 5. Personal Achievement Awards. ASDAN. Relevant qualifications as per Appendix 2 below.

### Session/afternoon 3:-

<b>Community engagement/outdoor learning</b>		
<b>Content (high level)</b>	<b>Aspect of curriculum</b>	<b>Opportunities for recognition of achievement/ accreditation</b>
BGE: Planned activities to engage learners in the local community and develop responsible citizens.	Health and Wellbeing. Literacy and Numeracy. Citizenship.	Banking evidence for SP.
Senior Phase: Planned activities to engage learners in the local community and develop responsible citizens. Leading to relevant/appropriate qualifications – evidence of outcomes should contribute to achievements in subject areas.	Health and Wellbeing. Literacy and Numeracy. Science/PE/Creative. Linked to relevant areas of the curriculum depending on outcomes.	SQA National 2, 3, 4 and 5. Personal Achievement Awards. ASDAN. John Muir Award, EcoSchools, etc. Princes Trust involvement. Relevant qualifications as per Appendix 2 below.

**Session/afternoon 4:-**

<b>Project/interdisciplinary learning</b>		
<b>Content (high level)</b>	<b>Aspect of curriculum</b>	<b>Opportunities for recognition of achievement/ accreditation</b>
BGE: Planned interdisciplinary learning activities linking aspects of the curriculum. Es and Os to be 'bundled' to ensure a robust and varied curriculum throughout the year.	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: Planned interdisciplinary learning activities linking aspects of the curriculum. Leading to relevant/appropriate qualifications – evidence of outcomes should contribute to achievements in subject areas.	Health and Wellbeing. Literacy and Numeracy.  Linked to relevant areas of the curriculum depending on outcomes.	SQA National 2, 3, 4 and 5. Personal Achievement Awards. ASDAN. Relevant qualifications as per Appendix 2 below.

**Session/afternoon 5:-**

<b>Employability, creativity, enterprise, skills development</b>		
<b>Content (high level)</b>	<b>Aspect of curriculum</b>	<b>Opportunities for recognition of achievement/ accreditation</b>
BGE: Learners to develop skills as per Skills Framework to ensure skills for learning, life and work. For example: <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Independent living</li> <li>• Enterprise and business/ entrepreneurialism</li> <li>• Practical abilities</li> <li>• Work-based learning</li> </ul>	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: As per BGE, with accreditation	Health and Wellbeing.	Relevant qualifications as per Appendix 2 below.

where possible to recognise achievement.	Literacy and Numeracy.	
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**Implementation and delivery:**

Note:

- Activities can be delivered by Teachers, Teaching Assistants and Care staff (planning and assessment supervised by teaching staff).
- With the utilisation of care staff for Wider Achievement one-to-one support and individualised learning is possible.
- Afternoon sessions can be duplicated depending on needs and interests (for example, if a learner is engaged in a project and wants to finish it two afternoons can be devoted to it in one week – rather than risk disengagement).
- Accreditation and recognising achievement is paramount, a flexible approach to qualifications is vital to ensure learners achieve all they can.
- Literacy, numeracy and wellbeing are overarching all activities.

**Possible models for delivery, depending on numbers, needs and interests of learners:-**

One group:

Monday	Tuesday	Wednesday	Thursday	Friday
Wider Achievement.	PE.	Project/IDL.	Employability, creativity, enterprise, skills development.	Community engagement/ outdoor learning.

Two groups (for example):

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Wider Achievement.	PE.	Project/IDL.	Employability, creativity, enterprise, skills development.	Community engagement/ outdoor learning.
2	Employability, creativity, enterprise, skills development.	Wider Achievement.	PE.	Project/IDL.	Community engagement/ outdoor learning.

Three groups (for example):

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Wider Achievement.	PE.	Project/IDL.	Employability, creativity, enterprise, skills development.	Community engagement/ outdoor learning.
2	Employability, creativity, enterprise, skills development.	Wider Achievement.	PE.	Project/IDL.	Community engagement/ outdoor learning.
3	Project/IDL.	Employability, creativity, enterprise, skills development.	Wider Achievement.	PE.	Project/IDL.

Note – flexibility is key to meet needs and engage learners. These are purely examples. Groups can be merged for some experiences as appropriate.

## APPENDIX 2 - Possibilities for accreditation within afternoon sessions

Along with accreditation in the senior phase within Literacy & Humanities subjects, STEM subjects and HWB/Expressive Arts, the wider achievements of our young people will be recognised through qualifications from various awarding bodies as appropriate to the individual young person. Examples of accreditation could be:

- CoPE (Certificate of Personal Effectiveness) awards (ASDAN) – levels 1 and 2
- NPA (National Progression Awards), Enterprise and Employability – SCQF levels 4 and 5
- Steps to Work award – SCQF levels 3 and 4
- John Muir Award
- Personal Development Award (community involvement) – SCQF levels 2, 3 and 4
- Volunteering awards at various levels in the Senior Phase
- EcoSchools – recognition for the school community
- Uniformed Emergency Services – SQA level 4 award
- SQA awards linked to interests at various levels – e.g. mountain biking
- Creative Industries Steps to Work awards – SCQF level 5

This will be flexible depending on the needs and interests of individual young people and likely to be evolutionary depending on the develop of individual young people.

## **Policies published by Eden Park Academy**

In line with Freedom of Information law, Eden Park Academy has adopted the Model Publication Scheme and our Guide to Information is displayed on our website at <https://pebblescare.com/education/eden-park-academy-dunfermline/>

This allows all members of the public to easily access all publications and policies pertaining to Eden Park Academy.

The policies available to access at this address are:

- Admissions policy
- Curriculum policy
- Child Protection Policy
- Anti-bullying policy
- Complaints policy
- Risk assessment policy
- Inclusion policy
- Promoting diversity policy

All other policies are available on request from the school.

**Eden Park Academy Dunfermline – First Floor Plan**

