



Range of Achievement



Many young people get formal qualifications at school. However learning also takes place outside the classroom, at home and in the wider community.

Achievement covers learning in other areas of the life of the school, and in the variety of activities children and young people are involved in, for example:

- Hobbies and interests, such as participating in a sport
- Youth work
- Volunteering
- Caring for a relative
- Activities they undertake in the life of the school
- Recognised awards or programmes, such as the Duke of Edinburgh's Award or John Muir Award

Through these activities, they develop important skills for learning, skills for life and skills for work that can be of real value to them as they grow up. As a result, it is important that we recognise these achievements and help all young people develop the necessary skills to reach their full potential. At Bearsden Academy we are committed to excellence in achieving this, and we provide many opportunities for young people to develop these skills.

***Our young people learn and achieve very well at Bearsden Academy.
They are highly motivated, friendly, and enthusiastic
(HMIE Jan 2016)***



How do we Track and Monitor Wider Achievement at Bearsden Academy?



It is important that we capture the achievements of our young people. Principal Teachers of Guidance work closely with all young people in S1 to S6 to gather their achievements. Data is captured through Registration and PSE periods at key points throughout the year.

In S1 and S2, all young people use the MyMerit system. This allows young people to record their achievements online. Parents and teachers can access this site, and encourage the young people to update their profile. Time is also spent in PSE to give young people an opportunity to update their profile.

Within departments, class teachers track progress of all young people, and this is shared at key points throughout the year. This information is conveyed to parents at Parent Teacher Meetings, and through Parental Reports. Teachers also submit Praise Referrals to Guidance and Year Head.

Our young people are friendly, articulate and polite and they contribute actively to the school and wider community

(HMIE Jan 2016)



How do we celebrate achievement at Bearsden Academy?



Year groups have planned assemblies with their Year Head. This is an opportunity to celebrate success, and encourage our young people to reach their full potential. At key points throughout the year, Departmental Staff and Principal Teachers of Guidance will be invited to assemblies to share success with our young people. Throughout the school year, all young people in S1 to S6 will be celebrated for their achievements.

The Broad General Education (BGE) consists of S1 to S3, and young people follow a pathway that builds on prior knowledge and skills. To mark the transition from the Broad General Education to the Senior Phase, all S3 will participate in a BGE Award Ceremony to celebrate their achievements within this level. This will be an opportunity to mark the transition into the Senior Phase. In order to promote an inclusive and equitable ethos within Bearsden Academy, all young people in S3 will be invited to participate.

The Senior Phase consists of S4 to S6, and the Senior Phase Awards will take place each September. Along with SQA exam success, it is also important to recognise the hard work and determination of our young people, and this will be celebrated at the Senior Award Ceremony.

***Our young people contribute positively to the life and ethos of the school
(HMIE Jan 2016)***



Wider Achievement Committee



Bearsden Academy has a Wider Achievement Committee that consists of a number of staff members within the school. This group meet regularly to discuss opportunities within and out with the school that the young people can get involved in.

The Wider Achievement Committee works closely with young people through focus groups and surveys in order to capture Pupil Voice. Changes to the Junior and Senior Awards involved a number of focus groups involving both the young people and parents.

***Our young people are central to the self evaluation processes and outcomes. They are insightful, open and keen to improve their school
(HMIE Jan 2016)***