

Warddykes Primary School

Handbook 2018/2019



Email: warddykes@warddykes.angus.sch.uk

Web: www.warddykes.angus.sch.uk

Warddykes Primary School, Brechin Road, Arbroath,
DD11 4AN
01241 465440

This document is available in alternative formats (please contact the Head Teacher)

WELCOME!

Welcome to our school. We are delighted to have your child join us and hope that your whole family will enjoy working with us.

Whether your child is a first-time Primary One pupil or an older child changing schools, a new school can be a daunting experience for both pupil and parents. It need not worry you. Please be assured that we are here to help you and that we take a special interest in the wider life of your child both in and out of school.

At Warddykes everyone takes pride in making our school an enjoyable, safe and happy place to be. In our school we are committed to providing each pupil with positive experiences and enriching opportunities.

Should you require further information, or if you have concerns regarding your child's education and school-life in general, please contact the school office – 01241 465440.

This Handbook has been put together by a group of teachers, parents and pupils. We hope that you will find it of value. We have tried to make it as comprehensive as possible. Please keep it handy for future reference.

Alison Galloway
Head Teacher

CONTENTS

Angus Council Information:

- Contact Details:
 Angus Council People Directorate
 Angus House
 Orchardbank Business Park
 FORFAR
 DD8 1AN
 Tel: 01307 476337
 Fax: 01307 461848
 Email: People@angus.gov.uk
- [Early Learning and Childcare Provision](#) (primary schools only)
- [School Clothing Grants](#)
- [Education Maintenance Allowance](#) (secondary schools only)
- Pupil Absence Procedures ([Attendance and Absence](#))
- [The Complaints Procedure](#)
- [Parental Involvement / Parent Councils](#)
- [Curriculum for Excellence](#)
 - Curriculum Levels
 - The Senior Phase
 - Skills for Learning, Life and Work
 - Careers Guidance and Financial Advice
- [Sex Education](#)
- Drugs Education ([Drugs and alcohol misuse](#))
- [Religious and Moral Education](#)
- [Assessment and Reporting](#)
- Transitions
 - [Starting Nursery](#)
 - [Enrolling in Primary School](#)
 - [Transfer to Secondary School](#)
 - [Leaving School](#)
 - [Post School](#)
- [Support for Pupils](#)
- [GIRFEC](#) (getting it right for every child)
- [Gaelic Education](#)
- [School Meals](#)
 - Special Dietary Requirements
 - Snack Provision in Nursery
- [Applying for Free School Meals](#)
- [Administration of Medicines](#)
- [Transport](#)
- [Insurance](#)
- [Music Services](#)

- [Parental Access to Records](#)
- [Child Protection](#)
- [Holding and Storing Pupil and Staff Data](#)
- [Emergency Closures & Transport Updates](#)
- [School Holiday Dates](#)
- [Useful Links & Contact Details](#)

WARDYKES PRIMARY SCHOOL HANDBOOK 2018/19

School Name	Warddykes Primary School
Address	Brechin Road Arbroath DD11 4AN
Telephone	01241 465440
E-mail	warddykes@angusschools.org.uk
Twitter	https://twitter.com/warddykes?lang=en
Primary School App	
Parent Council Facebook	https://www.facebook.com/Warddykes-Parent-Council-Group-2073783562865185/
Class Stages	Nursery to P7
Present Roll	298 plus 40/40 in Nursery

Warddykes Staff:

Head Teacher	Mrs Alison Galloway		
Depute Head Teacher	Mrs Sally McLean		
Principal Teachers	Mrs Gill Carnegie		
	Mrs Pamela Walker		
Acting Principal Teachers	Mrs Diane Smith	PEF Digital	
	Mrs Gillian Lawrence	PEF Inclusion	
Class Teachers Mrs Kim Gollan Miss Zoe Shellard	Miss Bebhinn O'Gara	P7	
	Mrs Julie Gray	P6/7	
	Mrs Anna Young (M, T, Th, F) Mrs Zoe Shellard (W)	P6	
	Mrs Pamela Walker (M, T, W) Mrs Gillian Lawrence (Th, F)	P5	
	Mrs Claire Colthart	P4/5	
	Mrs Laura Lezsek	P4	
	Mr Matthew Adam	P3A	
	Miss Holli Souter	P3S	
	Mrs Annmarie Riach (M, T, Th, F) Mrs Diane Smith (W)	P2R	
	Miss Lisa Newlands (M, T, W) Ms Fiona Ramsay (Th, F)	P2NR	
	Miss Jennifer Sanderson and Mrs Claire McDonald (EYP)	P1S	
	Miss Louise Coventry and Mrs Diane McGregor (EYP)	P1C	
	Other Teachers	Ms Zoe Shellard	Raising Attainment
		Mrs Jillian Macleod	Raising Attainment
Mrs Kim Gollan		Maternity Leave	

WARDYKES PRIMARY SCHOOL HANDBOOK 2018/19

Visiting Teachers	Ms Pam Fletcher	PE
	Mrs Gillian Macleod Mrs Rosie Arnott	SfL / ASN
	Miss Sharon MacEwan	Art
	Mr Scott Petrie	Music
	Natalie Milne	EAL
		Violin
	Mrs Smith	Brass

Ancillary Staff

Janitor	Mrs Margaret Anderson	
Secretarial	Mrs Lorna Kydd Mrs Jenny Spalding (M)	
School and Pupil Support Assistants (SPSAs)	Mrs Rosalynn Anderson (M, T, W) Mrs Pauline Bailey Mrs Maureen Campbell Mrs Shona Brunton (am) Dr Dave O'Mara Mrs Anne Mason Mrs Renata Antos (PEF) Mrs Joyce Lownie Mrs Susan Cadger (PEF) Mrs Sarah Connor (PEF) Mrs Sharon McGinnis	
Nursery Team (EYPs Mrs Diane McGregor and Mrs Claire McDonald are on secondment to support in P1 classes)	Mrs Kathy Wiseman Mrs Lesley Proctor Mrs Debbie Hamilton Mrs Jackie McDonald Mrs Petra Petrie Mrs Kathryn Russell	SEYP EYP EYP EYP EYP EYA
Best Start Worker *Maternity Leave	Miss Jocelyn Wade *Mrs Jennifer Cornthwaite	BSW EYP
Nurture Team	Mrs Gwen Beattie (pm) Mrs Shona Brunton (am)	EYP SPSA

THE SCHOOL DAY

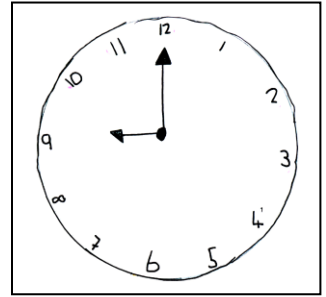
Nursery Provision for Children Aged 3-4 years

All children are eligible for a funded early learning & childcare place with a maximum of five sessions consisting of three hours ten minutes per week from the first available enrolment date after their third birthday.

For more information, eligibility criteria, dates of enrolment and to apply for a place at Warddykes Nursery please come into the school office. Alternatively, the information can also be downloaded electronically at

http://www.angus.gov.uk/info/20267/school_and_nursery_places/395/Nursery_places_for_three_and_four_year_olds

and clicking on [application form and notes for early learning and childcare placement](#).



Early learning and childcare places are also available if you are receiving any of the following benefits, and your child's second birthday falls on or between 1 March 2017 and 28 February 2018. More information about this can be found by following the link above.

The preschool is staffed by fully qualified early education workers and is led by the Head Teacher, Alison Galloway, with the support of the Senior Early Years Practitioner, Kathy Wiseman.

Our preschool class has 40 morning and 40 afternoon places for pupils.

<u>Organisation of the Preschool Day</u>	Morning Session	08.45 – 11.55
	Afternoon Session	12.20 – 15.30

Visits of Prospective Parents and Visitors

All visitors to the school must report to the school office. Arrangements can be made there to contact the person the visitor wishes to see. If visitors are to be in the school for an extended period, they will be issued with identification badges.

Prospective parents and pupils are welcome to visit us to see the school and meet our staff. Please contact the school office to arrange this.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and share information about your child.

More information about choosing a school for your child is available at <http://www.gov.scot/Publications/2010/11/10093528/0>

SCHOOL UNIFORM

Warddykes School Uniform Please see the school office for an order form

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

Boys:

Red or black sweatshirt
White polo or T-shirt

Red or black fleece
Red or black waterproof
jacket

Black trousers

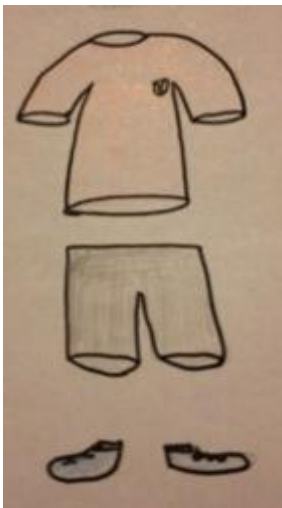


Girls:

Red or black sweatshirt or
cardigan
White polo or T-shirt

Red or black fleece
Red or black waterproof
jacket

Black trousers or skirt



Indoor PE Kit:

T-Shirt and shorts.
Gym shoes or
plimsolls.

Outside PE Kit:

Warmer clothing
such as jumper,
tracksuit/jogging
bottoms.
Trainers.

Football tops are not
encouraged for PE kits.

Jewellery is not permitted
during PE or games.

Children with long hair
will be advised to tie their
hair back.

If a child has recently
had their ears pierced
the school should be
informed by letter.

For 6 weeks after the
piercing pupils will
participate in gym
lessons by having their
ears taped.

Then we ask that
jewellery be easily
removed by the child or
is not worn on PE day

All gym clothing should not restrict
movement.

SCHOOL CLOTHING GRANTS AND FREE SCHOOL MEALS

Who can apply?

All children in primaries 1 to 3 are entitled to free school meals, regardless of their family's income.

Entitlement to free school meals for older children, as well as the school clothing grant, is assessed as part of the application for [Housing Benefit/Council Tax Reduction](#).

Apply for a school clothing grant or free school meals using the form found at the link below if you claim any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit and where your income is less than £16,105
- Working Tax Credit, and where your income is less than £16,105 (this only applies to the clothing grant)
- support provided under the [Immigration and Asylum Act 1999](#)
- Universal Credit where the monthly earned income does not exceed £610
- Pupils who receive any of these benefits in their own right can also claim free school meals

Your child is also entitled to free school lunches if you receive both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6,420

If you are not eligible for these benefits call freephone 0800 252056 for advice.

How to apply

If you don't receive Housing Benefit/Council Tax Reduction you can apply for both benefits using the same form:

The clothing grant

You will get £100 for each child but can only apply once in any financial year (1 April to 31 March).

Young people who are 16 years old by 30 September won't get a grant. Apply for an [Education Maintenance Allowance](#) instead.

PUPIL ABSENCE PROCEDURES

Nursery

On accepting a Nursery place for your child you are agreeing that they will attend for five three hour 10 minute sessions per week.

During the induction period however, adaptations are made to meet the needs of the individual child.

If your child is unwell or unable to a session at nursery, please contact the school office to let us know and give an indication of when your child is likely to return.

School

Parents are responsible for ensuring that their children attend school regularly and arrive on time.

They are also responsible for ensuring the safety of their children on their journeys to and from school.

Parents should follow these procedures:

- if your child is ill please phone the school between 9am and 9.45am on the first day of his/her absence
- alternatively send in a note via your child's brother or sister or a friend
- if your child becomes unwell at lunchtime and is unable to return to school please inform the school before the beginning of the afternoon session
- when you contact the school please indicate if possible how long you expect your child to be absent
- when your child returns to school, a signed and dated note should be provided explaining the reason for absence and confirming the periods of absence.

If a child does not arrive at school, and we have not received a call, a text will be sent. If there is no reasonable explanation provided for his/her absence, staff will investigate their whereabouts and safety.

To assist schools, parents are asked to ensure that home, work and emergency contact numbers are kept up-to-date.

Parents are encouraged not to arrange family holidays during term time. Where this is unavoidable, provide your head teacher with information of the dates when the child is to be absent from the school.

Except in cases of emergency, appointments for children to attend the dentist or doctor should be made outwith the school day.

Schools are required by law to maintain an accurate record of the attendance and absence of each pupil.

PARENTAL CONCERNS

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns.

Please contact your child's class teacher in the first instance by either writing a note to the class teacher in the Home/School Diary or placing a note in an envelope for your child to pass on

If you would prefer to discuss the issue with a member of the management team please contact the school office and arrange an appointment to meet the Head Teacher or a member of the school management team

Staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call approximately one week later to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE – also see link below:

https://www.angus.gov.uk/customercare/making_a_complaint_or_comment_about_our_services

PARENTAL INVOLVEMENT

Becoming Involved in the School

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Home Learning

- Parents are encouraged to be involved in home learning. Home learning tasks are often designed to encourage children to work with parents to complete the activities.
- Homework guidelines are issued at the start of the year, which contain lots of advice on how parents can support learning at home. The homework guidelines are available from the school office.
- A selection of websites and Apps to support home learning are given to parents at Meet the Teacher
- Workshops and parent drop-ins are held throughout the year to assist parents in supporting children with their learning

Improving Home-School Partnerships

- Home/School Diary – Parents are encouraged to look at their child's diary daily with their child and support as appropriate the completion of homework tasks as advised by the school.
- Learning Logs – a portfolio built up in each academic year, showcasing latest and best pieces of work
- Meet the Teacher - In September, parents are invited to meet their child's teacher. Parents are shown around the classroom by their child. Several items are on display e.g. work, homework expectations, aspects of the School Improvement Plan, Learning logs, project work, etc.
- Parent drop-ins - parents are invited to attend drop-in sessions to discuss different issues, e.g. bullying, homework, and suggest improvements.
- All parents are invited to attend two Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10 minute interview and hear about their child's progress.

Supporting Learning in School

At Warddykes we welcome and greatly appreciate the help of parents / grandparents / carers. There are several ways to get involved in the life of the school:

- Parent drop-ins
- Parent focus groups to help evaluate the school improvement plan
- Parent Council

Other ways parents can get involved

- Working groups
- Open afternoons
- Volunteers to help with special weeks (Eco, Health etc.) / days / trips
- Running clubs
- Making resources

If you would like to be involved in any of the above, or if you have a suggestion on how parents can be more involved in the life of the school, please contact the school office.

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

Warddykes Parent Council

Parent Councils are now established in all Angus primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

Information about the role of Parent Councils, including access to the newly established Parent Council Blog, can be obtained from the Angus Council web site Parents as Partners

https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/parental_involvement

The aims of the Warddykes Parent Council are to:-

- Support the school in its work with pupils
- Represent the views of all parents
- Encourage links between the staff, parents, pupils and wider community

Help raise funds to benefit the school The Warddykes Parent Council also plays a role in the appointment of the Head Teacher and Depute Head Teacher. You do not need to be a member of the council to attend the meetings, just come along and be welcomed to the meetings. This is a chance for parents to be involved in what the school is doing and get your views across.

Recent Parent Council events have included 'Come as you Please' dress days, Christmas Fayre and discos. They have recently used funds to buy a welly rack and outdoor suits for the nursery pupils.

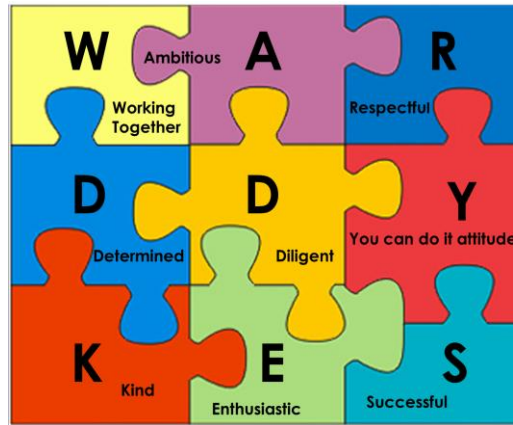
SCHOOL ETHOS

In our school, we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Our Shared Values and Aims - These were agreed as a school community in 2016

- W – Working Together
- A - Achieving
- R - Respecting
- D - Determined
- D - Diligent
- Y – You-can-do-it Attitude
- K – Kind
- E - Enthusiastic
- S - Successful



Our School Motto: Believe to Achieve

SCHOOL AND COMMUNITY LINKS

Warddykes is an integral part of the community of Arbroath. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils participate in community events and competitions organized by the churches, Inner Wheel and Rotary Club. They visit the elderly at Harvest Time and participate in sporting and cultural events. Some of our community links include the following:

Who	Involvement
Rotary	Group of senior pupils take part in annual Rotary quiz
Arbroath Foodbank	We contribute to the local Foodbank every year
Community Business Partners (World of Work)	Bank of Scotland Morrisons Dundee and Angus College Bear Scotland Silverwells Webster Theatre Boots the Chemist
St Andrew's Church	Christmas and Easter visits P5 pupil workshop at Christmas P6 pupil workshop at Easter Friday lunchtime club at school
Arbroath Town Mission	Nursery pupils visit the elderly and play games Regular inputs at Assembly Visits to pupils at Breakfast club and in the classes

POSITIVE BEHAVIOUR MANAGEMENT

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common-sense nature, bearing in mind the interest and safety of all concerned. We do not have school rules but live by following our shared values.

Pupils collect a stamp every day in their home/school diary for respecting our Warddykes Values. It has been agreed that pupils who are then absent due to illness should be awarded their stamp for that day. However, if absent for a personal holiday a stamp will not be given.

Our school Positive Behaviour Policy and Anti bullying policy are available on request at the school office

* Pupils who display extreme behaviours including: physical violence, throwing furniture, swearing in class at staff, will not be able to earn back their stamp. An SLT member will investigate and decide the best course of action.

See the next page for a breakdown of our behaviour system and the page after that for our Behaviour Blueprint.

Our Values
W - Working Together
A - Ambitious
R - Respectful
D - Determined
D - Diligent
Y - You can do it attitude
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E - Enthusiastic
S - Successful

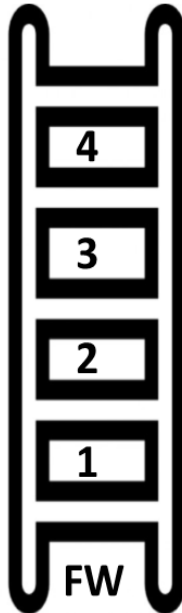
Warddykes Behaviour System at a Glance

You collect a stamp every day in your diary for respecting our Warddykes Values . You need to remember to keep a running total at the end of each week. Your teacher will keep a note of your stamps in case you lose your diary. It has been agreed that pupils who are then absent due to illness should be awarded their stamp for that day. However, if absent for a personal holiday a stamp will not be given.

Collect 30 stamps	DHT Award Sticker
Collect 65 stamps	Bronze Award Sticker
Collect 120 stamps	Silver Award Sticker
Collect 160 stamps	Gold Award Sticker
Collect all stamps	HT Award

If you make wrong choices in school you will start working your way up the

Ladder of Consequences.



FW. If you make a wrong choice the first time in the day	You will get a Friendly Warning and a reminder to stay on track. You are not on the Ladder but you will be if you keep making wrong choices.
1. If you continue to make the wrong choice in the day	You will get a Verbal Warning
2. If you continue to make the wrong choice in the day	You will lose your stamp.
3. If you continue to make the wrong choice in the day	You will go to Good Neighbour
4. If you continue to make the wrong choice in the day	You will stay behind at the end of the lesson for a talk with your teacher.

* Pupils who display extreme behaviours including: physical violence, throwing furniture, swearing in class at staff, will not be able to earn back their stamp. An SLT member will investigate and decide the best course of action. This may include initiating an exclusion.

Star of the Week

The name of the class "**Star of the Week**" is displayed at the entrance to each class. Each week the class teacher chooses their Star of the Week and a sticker is put into their Diary and a **certificate written**. A member of the SLT meets each Friday morning with the stars at the 'star sharing' meeting to reward children for going 'above and beyond', effort and good conduct. Children must know why they have been chosen and should bring their certificate with them. Children earn **10 House Points** for being "**Star of the Week.**"

Warddykes Primary School Behaviour Blueprint

“This is how we do things here”



The **Five Pillars** underpin everything we do:



1. Consistent, calm adult behaviour
2. First attention for best conduct
 3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Our Values

W - Working Together

A - Ambitious

R - Respectful

D - Determined

D - Diligent

Y - You can do it attitude

K - Kind

E - Enthusiastic

Visible

Consistencies

1. Daily Meet and Greet
2. Good Manners shown by all
3. Positive role-models

Over & Above

Recognition

1. Star of the Week
2. Postcard or phone call home
3. Visible recognition around the school, in print and on Twitter

Relentless Routines

1. Wonderful Walking
2. Non-verbal signals
3. Lovely Lines

Stepped Boundaries

1. Friendly warning (what is the behaviour change you want to see?)
2. Verbal warning (think carefully about your next choice)
3. Lost Stamp
4. Microscript and Timeout at Good Neighbour
5. Repair with restorative talk

Microscripts & Mantras

1. 'I've noticed you are.' *refer to value not followed*
2. 'I need to see you ...'
3. 'Do you remember last week when you [add positive memory]? That's who I need to see now. Thanks for listening'
4. 'Now you've chosen to go for time out for ... minutes'
5. 'I have heard what you said, now you must ...'

5 Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. What do you need to do to make things right?

CELEBRATING ACHIEVEMENT

Star of the Week - Each week the class teacher chooses their Star of the Week and a sticker is put into their Homework Diary. A member of the SLT meets each Friday with the stars at the 'star sharing' meeting to reward children for hard work, effort and good conduct. Children must know why they have been chosen. Children earn 10 House Points for being "Star of the Week."

Learning Logs - each child has their own personal folio which showcases their latest and best achievements. The folios are sent home 3-4 times a year for parents to look through and comment on.

Assemblies – Warddykes Achievers are often acknowledged at assemblies.

Certificates - at the end of the school year, children are awarded certificates for being on different groups, completing courses, being part of clubs, contributing to the life of the schools etc.

Press - our press team (group of P7 pupils) are often on the lookout for achievements within the school for popping into the local newspaper.

School foyer - the foyer displays a range of school and pupil achievements - certificates, trophies etc.

EXTRA-CURRICULAR ACTIVITIES

These activities take the form of various clubs run out of hours during lunchtime or after school on a voluntary basis by teachers and/or parents.

At present the following activities take place in school: -

Boys Football	Athletics club	Scottish Country Dancing
Girls Football	P1 to 3 Dance Club	Carpet Bowls
Choir	Table Tennis	Rock Challenge
Basketball	Dodgeball	Parkour
Gardening	P4/5 Youth Club	Netball
Comic Club	P6/7 Youth Club	P2/3 Activity Club
Coding Club		

PUPIL COUNCIL AND OTHER LEADERSHIP ROLES

There is an active Pupil Council at Warddykes including representatives from all classes. The Pupil Council members are elected by their class peers at the beginning of session and they hold office for the duration of one year. Throughout the year, they will meet regularly with a member of the management team. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur.

Children are elected from their classes to be representatives on:

- Pupil Council
- Learning Detectives
- Rights Respecting Schools Group
- Junior Road Safety Officers
- Social Skills Group

Leadership groups meet every fortnight.

Other responsibilities that children have include:

- Litter Pickers
- Press Team
- Social Skills Group
- Various pupil led clubs
- Librarians

- Playground Pals
- Peer Mediators
- Monitors
- Fruit monitors

Learning Opportunities

At all stages, we use flexible groupings in literacy and numeracy to enhance support, pace and challenge within learning. Teachers teach in ways which motivate and engage children in their learning presenting them with learning opportunities to work cooperatively and independently. Explanations are clear and open questioning is used well to involve children in and extend learning. Intended learning, differentiated success criteria, relevant Skills for Learning Work and Life and teacher expectations are shared in lessons so children are aware of what they are learning and how to be successful. Staff engage in a variety of moderation activities including visiting other classes and schools. This provides opportunities to reflect on and share good practice, and encourage consistency of approaches.

The Eight **Curriculum** areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in literacy and English and modern languages, plus classical languages and literacy and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children, the expectation is:

- Early Level – Nursery to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where they can continue to develop the four capacities and achieve qualifications

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.



THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents through the homework diary and parents will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk. Parents will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary.

How do pupils contribute to planning their learning at Warddykes?

- During 'Move up Day' (see transition between classes) pupils let their teachers know which projects they would like to study.
- Before teachers plan a topic they ask children to complete a mindmap, or a KWL grid (what we **K**now, what we **W**ant to find out and how we want to **L**earn) to show what they would like to do / learn. Teachers then plan the class project around the pupils' interests. Pupils often have choice in how they learn. A selection of visual, auditory and kinaesthetic activities is often available for children choose from.

How do parents get involved in planning at Warddykes?

- Pupils take their Learning Logs home to show parents their recent and best achievements.
- Parents are invited to contribute to the learning that takes place in school by providing interesting resources to enhance the learning or they can come in to school to share expertise / knowledge.
- Parents are encouraged to engage with project homework tasks with their children. It is often the case the parents can help their children plan their home learning tasks making them personal to the child.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Our monthly school newsletter is an important source of information. It will give you the opportunity to find out more about the work of all classes across the school.

We also have open afternoons for our school community where parents and carers are invited into school so they can have the chance to see how pupils learn, talk about their learning and share their ideas. Parents are also invited into Assemblies when their child's class is presenting.

If you want to find out more about the curriculum at school, local and at national level, there are a selection of leaflets in the school foyer - please help yourself, alternatively click on the link below.

<https://www.gov.scot/policies/schools/school-curriculum/>

Parents can also find out about the curriculum and teaching methodologies during:

- Meet the teacher evening
- P1 Parents' Induction evening
- Parent drop-in sessions

Careers Guidance & Financial Advice

Through partnership working, schools plan with a variety of organizations to ensure that financial education and career information, advice and guidance is an integral part of the curriculum which provides children and young people with real and relevant learning opportunities which can be applied both in and beyond the classroom.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Arbroath Academy (Tel. 01241 465200) and other Primary Schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

SCHOOL IMPROVEMENT

MAIN ACHIEVEMENTS from last year's School Improvement Plan – From School Standards and Quality Report

Big Writing Progress & Impact

Feedback from Quality Improvement visits and Self-Evaluation data:

- Teachers are now confident in the analysis and use of Big Writing data and moderation of learner's work.
- Writing Criterion has been aligned with the Benchmarks.
- High quality VCOP displays in each classroom
- Learner friendly writing criterion is being used in most classes / children able to self-assess and select their own targets
- Weekly VCOP lesson
- Whole school weekly Big Write
- Folder for assessed pieces show improvement in learner's writing for the past two years. Assessed pieces of writing added to folder four times each year. This will continue next session. Teachers have a variety of assessed written pieces of work to support their judgements on progress.
- Talk homework making a difference to vocabulary and ideas of those learners and parents who participate
- Attendance levels are very good and as part of whole school quality assurance lateness is monitored.
- All teachers participate in attainment/progress meetings.
- We explore and analyse trends in attainment for individuals, groups, classes and across cluster to ensure equity of success and achievement.
- We use our SIMD data to inform our monitoring and tracking tools, progress discussions and to identify learners who may require additional support.
- We deploy support staff flexibly to support specific learners in class who may be at risk of underachieving.
- Learners who are suggested for additional support in writing are brought to the attention of the SLT by class teachers through progress/attainment discussions.
- Support staff receive regular training to up-skill them to support learners and meet their needs effectively

Science Progress & Impact

Feedback from Quality Improvement visits and Self-Evaluation data:

- COLD Audit of all learner skills from First and Second Levels completed in September 2017, giving gut reactions of how each of these skills are covered and embedded.
- Audit to be completed again in September 2018
- All children have been involved in science activities throughout the session showing enthusiasm and engagement.
- Warddykes Science Champion has been instrumental in achieving a very successful Science Week. She also applied for and was awarded several grants which allowed us to have several high-quality workshops led by scientists and other professionals.
- Extremely successful project with the Polar Explorer Programme with a visit from an

Explorer and follow-up work completed

- Science workshops to all P3 to 7 learners from Dundee Science Centre exploring space and DNA
- Workshops for all learners from Nursery to P7 from Generation Science (Edinburgh International Film Festival) in March 2018 - Body Builders, Little Giants, Good Vibrations, Day or Night 1
- Engagement by staff and learners on the Angus Science website <https://sites.google.com/view/angusprimaryscience/home>
- Training for P2 and 3 staff on The Little Lighthouse Programme meant high quality learning and engagement in STEM activities for all P2 learners.
"By popular demand, we are pleased to launch our very first interdisciplinary project for our Little Engineers in P2-P4. Little Lighthouse is packed with activities and STEM investigations using the context of lighthouses; with topics introducing electricity, sound, weather, food chains and coding using friendly Code Bugs! "
- Very successful P5 Little Scientists Club set up with learners supporting learning in STEM activities across the school.
- Better links developed this year with the science department at the Academy through a transition project
- Science resource sorted and maintained and cluster resources have been catalogued
- Extremely well attended (over 50 parents with their children) Science Curricular evening with hands-on experience. Excellent feedback and the event is planned to be repeated next session.

Reading Progress & Impact

Feedback from Quality Improvement visits and Self-Evaluation data:

- Using PEF we purchased all Read Write Inc resources
- All staff (support and teaching) completed two full days of training with a Ruth Miskin Trainer
- DHT appointed as Reading Leader to lead the initiative and track progress of all learners within the programme. Reading groups are set across the stages P1-3 and children are assessed every 8 weeks. Teachers are confident teaching RWI to all groups and are competent in using all strategies and routines. More focused teaching, learning and assessment has led to an improvement in reading attainment, with some children reading beyond expectations
- Teachers meet regularly with the DHT (Reading Leader) to discuss consistency and progress.
- Children who require extra support are given early targeted 1-1 support and are also working in small groups which are very focused and at the exact level required.
- SPSA staff are used with flexibility to support teaching and learning across P1-3 and are contributing significantly to the reading attainment of our most vulnerable learners.
- RWI Development Days have been instrumental in supporting the school to progress. Our Ruth Miskin Trainer has spent 2 full days in school supporting our staff and reading leader. On her last visit, she made Warddykes a 'Read Write Inc Badge school'. We will be awarded our badge in September 2018. This means that Ruth Miskin would recommend that other schools should view our good practice and that we are delivering RWI to a very high standard.
- RWI has been used very successfully with our EAL children across the whole school and children are showing very rapid improvements in reading fluency and comprehension.
- We have held two parent information evenings which clearly outlined the how reading would be taught in Warddykes, these were led by our DHT with over 80 parents attending the second event.

- We have also held two very successful parent sharing events. Parents commented on the speed of improvement of reading of their children and the enthusiasm the children are showing for the programme.
- Using PEF we purchased all Rapid Reader resources to enhance reading attainment in P4-7. We are using RWI strategies to support this.
- ASN Teacher employed using PEF for an extra day and tasked with Raising Attainment using Rapid Readers. She is also involved in RWI and teaching groups.
- Using PEF new and more interesting and engaging reading materials purchased for P4 to 7 learners following a survey of the books they would prefer to have on offer.

IMPROVING STANDARDS - From School Standards and Quality Report

Next Steps: Big Writing

- Big Writing Adventures has been purchased (PEF) for use across the school to give another dimension to the teaching of writing and to keep learners engaged in their learning
- Use new Scottish Criterion scales for assessment and discuss during planning and attainment meetings
- Consider ways to encourage more involvement at home with the Big Talk
- Use of Word Aware strategies in Nursery and Primary 1 to increase vocabulary and WOW Words
- Track improvements of learners making comparisons across cluster schools
- moderation within and across levels, use of National Benchmarks and assessment information (including National Standardised Assessments, SNSAs)

Next Steps: Science

Where do we want to get to?

- Individual schools to sort and maintain their own science resources/cluster resources to be catalogued
- Develop an understanding of progression in science
- Early Level science leadership project led by P1 teacher and Science Leader.

Next Steps: Reading et al.

- Reading continues to be a driver for us next session to build on the progress made this session however it will be part of a RAFA Driver for all literacy and numeracy initiatives and interventions
- We aim to be a Ruth Miskin Model School by end of this session by improving our practice and attainment further.
- Use a further 3 RWI Development days to support our good practice.
- Moderation within and across levels, use of National Benchmarks and assessment information (including National Standardised Assessments)

SCHOOL IMPROVEMENT PLAN

Our key strategic priorities for improvement for next session (2018/19)			
School Priority	Included in Driver	Link to NIF Key Driver	Link to NIF Priority
RAFA By June 2020, at least 85% of children across each SIMD decile have successfully achieved their appropriate CfE level in literacy and numeracy .	<ul style="list-style-type: none"> • Reading • Writing • Listening and talking • Digital Literacy • Big Maths 	<ul style="list-style-type: none"> • Teacher Professionalism • Assessment of Children's Progress • Performance Information • School improvement • School leadership 	<ul style="list-style-type: none"> • Improvement in Attainment • Closing the Gap
HWB By June 2020, at least 85% of children within each SIMD decile are progressing in health and well-being as evidence against SHANNARI indicators.	<ul style="list-style-type: none"> • Curriculum Rational • Learner Participation • Rights of the Child • Pivotal work • Nurturing School 	<ul style="list-style-type: none"> • Teacher Professionalism • Assessment of Children's Progress • Parental engagement • School Improvement • school leadership 	<ul style="list-style-type: none"> • Improvement in Attainment • Closing the Gap • Improvement in children and young people's health and wellbeing
Leadership Project (SM) SI Plan Parental Engagement	Plan to be written later in the year as DHT works on her SQH Project	<ul style="list-style-type: none"> • Parental engagement • Teacher Professionalism • School Improvement • school leadership 	<ul style="list-style-type: none"> • Improvement in Attainment • Closing the Gap
Leadership Project (JS) SI Plan 100% of learners will have developed their skills in scientific enquiry by June'18		<ul style="list-style-type: none"> • Teacher Professionalism • Assessment of Children's Progress • school leadership • parental involvement 	<ul style="list-style-type: none"> • Improvement in Attainment • Closing the Gap • Improvement in school leaver destinations

HEALTH CARE

You can contact your school health staff at: -

School Nursing Service
 Abbey Health Centre,
 Arbroath.
 01241 430303

USEFUL LINKS & CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

https://education.gov.scot/improvement/Documents/Parental%20involvement/PAR2_EngagingParentsandFamiliesToolkit/par2-engaging-parents-toolkit-section3-060416.pdf

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.gov.scot/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<https://education.gov.scot/parentzone/>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://education.gov.scot/scottish-education-system/Support%20for%20all>

Health and wellbeing guidance on healthy living for local authorities and schools -

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –
<https://education.gov.scot/parentzone/learning-in-scotland>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –
<https://www.education.gov.scot/Documents/btc3.pdf>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Information on the Senior Phase –
<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond/Senior%20phase>

Information around the Scottish Government's 'Opportunities for All' programme –
<https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/16plus-data-hub/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/career-management-skills/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Building%20the%20Curriculum](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum)

Information about Curriculum for Excellence levels and how progress is assessed –
<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place?>

Curriculum for Excellence –
[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5))

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

<https://education.gov.scot/parentzone/additional-support/how%20schools%20plan%20support/Planning%20for%20transitions>

Developing creativity, employability and skills -

<https://education.gov.scot/what-we-do/Developing%20employability%20and%20skills>

Choices and changes provides information about choices made at various stages of learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/Experiences%20and%20outcomes>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, and inspection reports –

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scaqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites -

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 –

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>