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    Angus Council People Directorate
    Angus House
    Orchardbank Business Park
    FORFAR
    DD8 1AN
    Tel:  01307 476337
    Fax:  01307 461848
    Email: People@angus.gov.uk

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People who help us.....

The Management Team

Head Teacher – Mrs L Will
Depute Head – Mrs V Tweed
Principal Teacher – Mrs P Landsburgh
Principal Teacher – Mrs K Robertson
Principal Teacher – Mrs M Oldham
(due to start January 2018)

The Infant Team

P1a Mrs S Jamieson
P1b Mrs E Sutherland
P2a Ms Y McAulay
P2b Miss R Kerr
Mrs F Anderson
Mrs P Landsburgh (Principal Teacher)

Middle Area Team

P3a Mrs P Cunningham
P3b Miss S Perry
P4a Miss G Douglas
P4b Mrs A Jameson
Mrs V Tweed (Principal Teacher)
Upper Area Team

P5a  Mrs E Fleming
P5b  Mrs C Wallace
P6a  Mrs L McIntosh/Mrs J Balfour
P6b  Mr G Findlay
P7a  Mrs D Snee
P7b  Mrs A Dryden/Mrs J Fordyce

Nursery Team

Senior EYP  Mrs C Grant
Early Years Practitioner  Mrs J Mitchell
Early Years Practitioner  Mrs F Kydd
Early Years Practitioner  Miss C Ford
Early Years Practitioner  Miss L Rennie

Additional Support Needs Team

ASN Teachers and School and Pupil Support Assistants

Mr K Muir  Mrs M Cuthbertson  Mrs A McInally
Miss L Henderson  Mrs S Flight  Mrs M Manley
Mrs F MacKenzie  Mrs P Harkins  Mrs A Spink
Mrs G Cook  Mrs K Henderson  Mrs H Tasker
  Miss E McMahon  Mrs L McCurraich
  Mrs M Stewart  Mrs A Ferguson
School and Pupil Support Assistants

Mrs S Clark
Mrs J Davidson
Mrs E Ingram
Mrs M McKee

Office Staff

Mrs P Sherret
Mrs M McKee

Facilities Staff

Mr P Burns
Mr G Redfern
Crossing Patrols
Mrs M Multiply
Mr A Allan
Mrs A Munro

Visiting Teachers
MUSIC
Mrs J Cleave

PE

ART
Mrs W Hardie

Musical Tuition
BRASS
Mrs De Villiers

PIANO
Mrs J Branney

STRINGS
Ms K Harper

Kitchen Staff
Mrs S Broddle
Mrs J Beecroft
Mrs F Smith
Mrs L Williamson

Present Roll: 359 + Nursery class 21 (am) and 10 (pm)

CONTACT DETAILS
Grange Primary School
Grange Road, Monifieth, Angus, DD5 4LU
Telephone: 01382 536633
Email: grangepsp@angusschools.org.uk
Website: www.grange.angus.sch.uk
Facebook: Grange Primary Parent Council
Twitter: @PrimaryGrange
**THE SCHOOL DAY**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Start</th>
<th>Break</th>
<th>Lunch</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 and P2</td>
<td>9.00am</td>
<td>10.30-10.50am</td>
<td>12.15-1.25pm</td>
<td>3.10pm</td>
</tr>
<tr>
<td>P3 to P7</td>
<td>9.00am</td>
<td>10.30-10.50am</td>
<td>12.25-1.25pm</td>
<td>3.20pm</td>
</tr>
<tr>
<td>Nursery (am)</td>
<td>8.40am</td>
<td></td>
<td>11.50am</td>
<td>3.30pm</td>
</tr>
<tr>
<td>Nursery (pm)</td>
<td>12.20pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NURSERY PROVISION FOR CHILDREN AGED 3 – 4 YEARS** – see link below:
https://www.angus.gov.uk/schools_and_young_people/early_learning_and_childcare/nursery_playgroups_and_childcare?item_id=663

A copy of the Nursery Admissions Form and Information for Parents is available from the school office.

**VISITS OF PROSPECTIVE PARENTS** – see link below:

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 to share information about your child.

**SCHOOL UNIFORM**

**GIRLS**
- Black blazer
- School badge
- Black and grey reversible fleece
- Dark grey v-necked jumper OR cardigan
- White shirt
- Gold tie
- Dark grey skirt / pinafore / shorts / trousers
- White socks / tights
- Black shoes

**BOYS**
- Black blazer
- School badge
- Black and grey reversible fleece
- Dark grey v-necked jumper
- White shirt
- Gold tie
- Dark grey trousers / shorts
- Grey socks
- Black shoes
PE KIT

White T-shirt OR
House T-shirts
Black shorts
Black gym shoes
A bag for holding gym kit

ALL uniform can be ordered online from School Trends by following the link http://www.schooltrendsonline.com/schools/Grange

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.

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 or if you would prefer to discuss the issue with a member of the management team please contact Mrs Will or Mrs Landsburgh regarding children - Nursery to P1 and Mrs Tweed P2-P7.

The 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/council_and_democracy/complaints_and_comments/making_a_complaint_or_comment_about_our_services

PARENTAL INVOLVEMENT
BECOMING INVOLVED IN 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.

Opportunities for Parental Involvement:
- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health.
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities e.g. Board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:
- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas.

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

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. This is also an opportunity for parents to hear how they can best support their child’s progress. This is also an opportunity for parents to hear how they can best support their child’s learning. Parents are also encouraged to look at their child’s learning log on a daily/weekly basis with their child and support as appropriate the completion of homework tasks as advised by the school.

At Grange we value the important part that parents play in their children’s education and we want to work together to ensure all of our pupils fulfil their potential. We aim to achieve this by supporting learning at home, by building strong home-school partnerships and by involving parents in the life of the school to ensure their views are represented.

Learning at Home

Home Learning Guide

Produced by a group of staff and parents, in consultation with pupils, to provide support and ideas for parents.

Home-School Partnerships

At Grange parents are encouraged to be involved in the life of the school in a number of ways. These are just a few examples and staff are always keen to take on board new ideas and suggestions which allow parents to share their skills and to feel part of the school community.

The school also encourages parents to be involved with children’s learning.
Parental Representation

The school is extremely fortunate to have such an active and supportive Parent Council. The council is parent led and school supported, with all parents being automatically members of the ‘Parent Forum’, with the Parent Council representing their views.

Information about the role of Parent Councils can be obtained from the Parent Council Blog at https://blogs.glowscotland.org.uk/an/AngusParentCouncilGroup/.

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 ground of race, religion, gender or disability.

Our school vision is to ensure that all children ‘Reach for the Stars’ by fulfilling their potential and aspirations. This vision was developed by the pupils of Grange after consultation with parents, staff and members of the local community. This vision was translated into school aims which are also our school rules.

At Grange all of our pupils are STARS . . .

- **T**: Trying Hard
- **A**: Active
- **R**: Respectful
- **S**: Successful
- **S**: Safe

![Reach for the Stars](image)
SCHOOL AND COMMUNITY LINKS

Grange is an integral part of the community of Monifieth. Children develop skills and learn to be better citizens as they engage with and support the work of the local community.

POSITIVE BEHAVIOUR MANAGEMENT
https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/anti_bullying_policy

Our ‘Reach for the Stars’ positive behaviour management approach is used systematically across the school. At each of our monthly assemblies we focus upon one or our school rules.
For the week following the assembly all of the children can earn one STAR point each day for demonstrating their ability to follow the school rule.

CELEBRATING ACHIEVEMENT

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

All areas have a wall display which is devoted to displaying children’s achievements out with school

We also encourage parents and children to record such achievements in the centre spread of their “Learning Journey” jotter
EXTRA-CURRICULAR ACTIVITIES

Children are elected from their classes to be representatives on:

The Eco Council and Mrs Jameson helped us achieve our Green Flag in June 2011

We are Junior Road Safety Officers

Other responsibilities that children have include:

Prefects (P7)

Junior Librarians

Playground Monitors

Paired reading buddies

Peer Mediators
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. They are involved in taking forward school improvement priorities and addressing emerging issues as they occur.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

THE PUPILS AND PARENTS VOICE

Staff discuss new learning with the children at the beginning of a new topic and plan together what they will learn, the ways in which they will learn and how they will share their learning.

This will be shared with parents through a termly information sheet and parents will regularly be invited to support the planning process by helping their children to identify what they already know and ways in which they can support learning at home.

Parents are invited to share comments regarding the planned work for their child each term through their child’s ‘Learning Journey’ jotter or through the homework jotter.
THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Regular curriculum evenings for parents are held to share the work of the school first-hand. Presentations which provide information related to learning and teaching in literacy and numeracy are recorded and made available to parents via web links.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Monifieth High School and a programme of activities are arranged to ensure a smooth transition from primary to secondary. These activities take place throughout the P7 year and include the following:

- Monifieth High staff visiting Grange to teach our P7 classes
- Monifieth High and Grange staff meeting to share information
- Global Citizenship Day in May
- Teambuilding Day at Monikie Park in June
- P7 class work shared with secondary staff

It should be noted that opportunities for enhanced transition is available for children as required.

SCHOOL IMPROVEMENT
MAIN ACHIEVEMENTS 2013/14

- All staff began to use effective learning and teaching approaches to improve and challenge children’s understanding in numeracy.
- P5-7 maths resources were purchased to ensure all children are challenged in their learning.
- All staff received training in ‘Big Writing’ to improve standards in extended writing.
- All staff effectively implemented ‘Big Writing’ approaches and we have seen significant improvement in children’s writing.
- We continued to develop our use of the library and received a Silver Award in ‘The Reading School’ accreditation scheme
- Class teachers and Additional Support Needs staff have worked together with parents and pupils to develop Individual Education Plans to meet the learning needs of all children.
- We have consulted with pupils and parents to help us review and refresh our curriculum.
- Staff have worked together to ensure our approaches to planning learning are consistent across the school.
- We organised opportunities for staff to plan and assess learning together at each stage of the school and across Curriculum for Excellence levels.
We organised opportunities for all staff to share and discuss standards and expectations in learning across the school and cluster.

Nursery staff attended early years training and they have worked together to plan and document children’s learning.

**IMPROVING STANDARDS 2013/14**

- Our curriculum takes full account of CfE principles and entitlements and we have consulted widely to establish a clear rationale for our curriculum.
- Big Writing has made a very positive impact upon pupil progress and this will continue to be measured over time.
- Reading engagement has been increased through the upgrading of the school library and the introduction of new reading resources P4-7.
- Staff training focused upon teaching for understanding in numeracy has started to show improvements in the quality of learning and teaching.
- Staff meet regularly with stage and CfE level colleagues to plan and assess learning and to share standards and expectations.
- A culture of high expectations is shared through regular assemblies and HT class visits.
- All teaching staff implemented ‘Big Writing’ and this has improved the standard of writing across the school.
- Our P6 staff piloted a structured approach to reading and pupil performance will be assessed to measure the impact on progress.
- Learning Journey jotters are used to profile progress in learning and the wider achievements of individual pupils.
- The school staff and other groups provide a wide variety of extra-curricular activities for all age ranges which are very well attended.
- The school’s priorities for improvement are focused upon learners’ experiences in literacy and numeracy.

**SCHOOL IMPROVEMENT PLAN**  
**Priorities for improvement 2014/15**

- To purchase ‘Reading Boxes’ which will be used P3-7 to improve reading comprehension.
- To develop guidance for staff which will help us support individual progress in reading skills more effectively.
- To plan learning in numeracy using the guidance previously developed by staff and a variety of activities.
To regularly assess pupil progress in numeracy and use the information gathered to plan next steps in learning.

**Priorities for improvement 2015/16**

- To embed assessment procedures to support the tracking of pupil progress.
- To review our Health and Well-being programme and improve the quality of PE.
- To develop opportunities for outdoor learning.

**Priorities for improvement 2016/17**

- To introduce French from P1 and a second language from P5
- To support staff in the delivery of science and technologies

**HEALTH CARE**

You can contact your school health staff at:

Jill Parker  
School Health Nurse  
Telephone Number: 01382—432078
USEFUL LINKS & CONTACT DETAILS

Education Scotland’s Communication Toolkit for engaging with parents –

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 –

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

Journey to Excellence - provides guidance and advice about culture and ethos –
http://www.journeytoexcellence.org.uk/cultureandethos/index.asp

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 –
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


Information on the Senior Phase – http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp


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 – http://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


Information about Curriculum for Excellence levels and how progress is assessed – http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp


Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – http://www.scotland.gov.uk/Publications/2011/03/11110615/0

Choices and changes provides information about choices made at various stages of learning – http://www.educationscotland.gov.uk/myexperiencesandoutcomes/healthandwellbeing/planningchoices/index.asp

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 – http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungepeople/whatissupport/universalsupport/index.asp


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, inspection reports –
http://www.educationscotland.gov.uk/scottishschoolsonline/

Education Scotland’s Inspection and review page provides information on the inspection process –
http://www.educationscotland.gov.uk/inspectionandreview/index.asp

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.scqf.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 –

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