

Warddykes Primary School

Handbook 2022/2023



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

This document is available in alternative formats (please contact the school office)

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.

In the past this Handbook would have been updated by a group of teachers, parents and pupils. This year it has been updated by myself due to Covid-19

I hope that you will find it of value. I have tried to make it as comprehensive as possible. Please keep it handy for future reference.

Alison Galloway
Head Teacher



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CONTACT DETAILS

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	Warddykes School App is available in the Apple and Google Play stores. You can find out what's for school lunches, catch up on Warddykes news and receive important messages from us. Search for 'PSA' in the app stores and then once you have downloaded the Primary School App select Warddykes.
Parent Council Facebook	https://www.facebook.com/Warddykes-Parent-Council-Group-2073783562865185/
Head Teacher	Mrs Alison Galloway
Class Stages	Nursery to P7
Present Roll	299 in P1 to 7

Early Learning and Childcare (ELC) for children Aged 3-4 years

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our ELC class offers sessions between 8am and 1pm then from 1pm to 6pm, 5 days a week for 228 days each year. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears.

ELC 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 Practitioners. Our preschool class has spaces to accommodate 40 children in the morning and 40 in the afternoon. Parents can choose from a minimum of 2 sessions to a maximum of 5 sessions each week at a pattern to suit each family.

<u>Organisation of ELC Day</u>	Morning Session 08:00 to 13:00
	Afternoon Session 13:00 to 18:00

Please note that due to Covid the start and end of the school day has been staggered to limit the number of people congregating at the door. At this time parents and carers will not have access to the school as usual and should wear a mask when in the school grounds.

Impact of Covid

Covid continues to affect school life and may have an impact on some of the information contained within this handbook. [Up to date information and advice from the Scottish Government about Covid and schools can be found online.](#)

Visits of Prospective Parents and Visitors

Please note: Visits are not possible during the day at the moment due to Covid. When back to normal this will be the case:

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

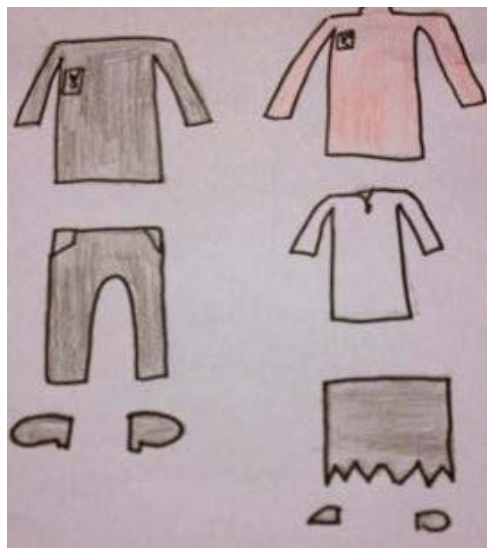
All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

Boys:

Red or black sweatshirt
White polo or T-shirt

Red or black fleece

Black trousers



Girls:

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

Red or black fleece

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.

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.

Football tops are not encouraged for PE
kits.

PUPIL ABSENCE PROCEDURES

ELC

On accepting an ELC place for your child you are agreeing that they will attend regularly.

If your child is unwell or unable to attend a session, please contact the school office to let us know and give an indication of when your child is likely to return. This can be done via email, text or a telephone call.

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, text or email 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 – See link below:

[Angus Council complaints procedure](#)

PARENTAL INVOLVEMENT

Please note: We are again restricted with any Parental Involvement in school due to Covid. When back to normal this will be the case:

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

- Seesaw – Parents are encouraged to sign up to our online communication service where you and your child's teacher can communicate with one another.
- 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. **Parent have been offered Parent Evening telephone calls instead of face-to-face meetings this year again due to Covid.**

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

Please note: We are again restricted with any Parental Involvement in school due to Covid. Parent Council meetings are taking place on Zoom. When back to normal this will be the case:

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.

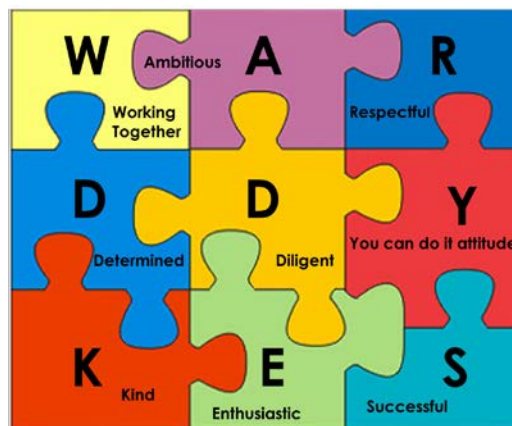
SCHOOL ETHOS

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

Please note: We are again restricted with any Community links due to Covid. When back to normal this will be the case:

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 contributed to the local Foodbank every year
Warddykes Foodbank and Clothing Bank	Morrisons Tesco Asda
Community Business Partners (World of Work)	Morrisons Dundee and Angus College Webster Theatre Tesco
St Andrew's Church	Christmas and Easter visits P5 pupil workshop at Christmas P6 pupil workshop at Easter Friday lunchtime club at school

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

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.

Our school Positive Behaviour Policy and Anti bullying policy are available on request at the school office. See below 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
K	Kind
E	Enthusiastic
S	Successful

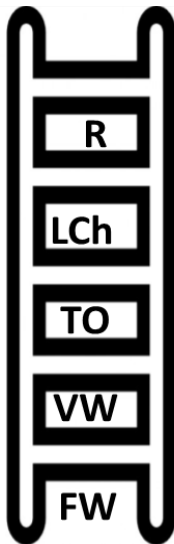
Warddykes Behaviour System at a Glance This is how we do things here

As a school we have established our own set of core values. These are our Code of Conduct which we call the Warddykes Deal and explain what we expect for all our pupils, staff, parents and carers. They were made to sit alongside the government priorities of Justice, Wisdom, Integrity and Compassion.

Visible consistencies and visible kindness are central to our expectations:

1. Calm, consistent adult behaviour
2. Daily Meet and Greet
3. Good Manners shown by all
4. Positive role-models
5. Warddykes Walking

If you make wrong choices in school you will start working your way up the **Ladder of Consequences.**



Step on the Ladder and What that means	
Friendly Warning (FW)	If you make a wrong choice the first time in the day You will get a Friendly Warning and reminder of the key values and to stay on track.
Verbal Warning (VW)	If you continue to make the wrong choice in the day You will get a Verbal Warning for you to think carefully about your next choice
Timeout.	If you continue to make the wrong choice in the day You will go to Timeout or Good Neighbour . You should use this time to calm down, breathe and look at the situation from a different perspective.
Last Chance.	If you continue to make the wrong choice in the day You will get a Last Chance to change and your teacher may speak to you privately
Repair.	You will stay behind at the end of the lesson for a talk with your teacher. Your teacher may use the Five Restorative Questions

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 on Thursday afternoon and displays that name on the Star of the Week Board 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.**"

Pupils who display extreme behaviours including: physical violence, throwing furniture, swearing in class at staff will have a member of the Senior Leadership Team (SLT) investigate and decide the best course of action. This may include initiating an exclusion.

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. 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."

Seesaw Learning Logs - each child has their own digital learning log which showcases their latest and best achievements. This is a way we can discuss your child's learning and gives them a chance to reflect on how they could improve a piece of work. The children pick one piece of literacy, one piece of numeracy and another piece of learning usually from topic or Health and Wellbeing. All the pieces of work your child picks for their learning log can be found in the yellow folder on Seesaw. Please have a look in this folder and feel free to discuss the work with your child at home and make a comment on Seesaw if you wish.

Assemblies – **Please note: We are again restricted with Assemblies due to Covid. When back to normal this will be the case:**

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. The TV screen is constantly being updated to reflect our achievements.

EXTRA-CURRICULAR ACTIVITIES

Please note: We are again restricted with having after-school clubs or sports due to Covid. When back to normal this will be the case:

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	P2/3 Activity Club	Netball
Comic 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

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Learning Opportunities

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

Expressive Arts

Children will learn through art, dance, drama and music to appreciate the magic and wonder of the arts. Their creative talents will be recognised and developed and their understanding of culture in Scotland and beyond will be deepened.

The children will be encouraged to take part in physical education and sports. They will also learn about healthy lifestyles, including healthy eating, personal safety, hygiene and healthy choices. Aspects of mental, emotional and social wellbeing will also be taught.

Health and Wellbeing

Promoting the health and wellbeing of staff, pupils and parents is at the heart of all we do in Warddykes Primary School and underpins the ethos of the school. This session our work has been influenced by our local context and we are planning to meet the needs of all pupils to maximise their learning experiences, taking into account personal circumstance, environmental influences and backed by current research findings.

Mathematics

Mental Strategies

A whole school programme of strategies is in place to help the children develop their ability to carry out calculations mentally. Multiplication tables and number bonds are also learned by memory to enable children to tackle more difficult written calculations more easily

Skills and Concepts

Both numeracy skills and mathematical concepts are developed through play contexts, practical work and using a variety of contexts which help make the children's learning more meaningful.

In all of these activities children will be developing their thinking skills including problem solving and enquiry skills. Children are encouraged to discuss their mathematical thinking and use models and jottings to support their learning.

Religious and Moral Education

The children will learn about the practices and traditions of Christianity and other world religions through stories, visits to Church buildings, celebrations and artefacts. They will be encouraged to be tolerant of the beliefs of others and to develop their own values to promote fairer and more caring attitudes.

Science

The science programme provides children with experiences through which they can learn about a range of topics including planet earth, energy in the environment, forces and motion, life and cells, communication systems and materials.

The children become actively involved in carrying out experiments, researching information and reporting on their findings. Cross curricular links are made to make the learning more meaningful.

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-andachievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place?>

Curriculum for Excellence

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

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

Curriculum Levels

Early Level (Nursery and P1)

Learning through play is at the centre of the early years' curriculum, recognising that children learn better from being actively involved in their learning. Children will be given the opportunity to participate in a wide range of activities geared towards their all-round learning and development.

Encouraging independence and responsibility is a key aim of our Nursery class. To achieve this, the children are encouraged to make choices from a broad range of learning opportunities carefully planned to meet their interests and needs. Open ended resources provide opportunities for children to explore, experiment, problem solve, be creative and make decisions about their learning.

Parents are welcome to discuss their child's progress with staff at any time but more formal meetings will take place at parent contact evenings throughout the school year.

The Broad General Education in secondary schools continues from S1 to S3. All young people will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications. In Angus, almost all learners will study six different subjects in S4 (English, maths plus four other options).

Each school will design a senior phase that best meets learners' needs, whether that's continuing in school, learning full or part time in college, community learning or work based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them. Each young person will, in practice, have discussions with teachers and parents and carers to discuss and decide the subject choices that best suit them for the Senior Phase.

Technologies

In this technological age the children will learn about and experience design, construction, recycling and problem solving. They will develop skills in using a range of tools and software. Their computer skills will be extended and applied across other curricular areas. Children have access to i-pads, netbooks and laptops.

Literacy

The core skills of listening, talking, reading and writing are fundamental to each child's ability to communicate effectively. At all stages and in every area of the curriculum opportunities are provided for the children to develop these skills in relevant contexts

They are helped to develop confidence and precision in their self-expression through class and group discussions and presentations. A wide range of reading skills is taught and developed to support children's learning in other areas and to help them appreciate and enjoy literature. Different types of writing are learned and developed, from story writing to writing letters, instructions and reports. The topics for such writing are usually linked to other learning to make them more meaningful.

High standards of presentation are expected in all written work and handwriting, spelling and grammar are taught and developed alongside self-expression.

Cross Curricular Topics

A range of topics are studied each year through which the children will learn about their environment, develop positive attitudes to it, and acquire skills which enable them to interact effectively with it.

Such topics provide a relevant and meaningful context for literacy development and practical mathematics activities. They are also the stimulus for much work in expressive arts and provide a balance of subjects including science, social studies, health and technologies. Enterprising approaches are also integrated into many topics. Global citizenship, creativity and eco-awareness developments will also be taught as part of the curriculum.

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.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.



Pupil and Parent 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 Seesaw 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 mind-map, 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 share their Learning Logs on Seesaw at 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.

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

Over the past session up until Lockdown we constantly worked on achievement and attainment in all curricular areas:

- Digital literacy is throughout the school now and our PT Digital Literacy and digital leaders lead all digital initiatives in all curricular areas. The purchase of new devices using PEF allows greater access for pupils. We have gained the Digital Schools Award
- Science is embedded throughout the stages in our school and we are involved in STEM parental days and evenings which have been popular with parents.
- We continue to be fully involved in sporting events including football, cross country and athletics.
- We are working to achieve RWInc. Beacon School having won the Ruth Miskin award the previous year. RWInc. phonics is established in P1 to 3 and RWInc. Spellings is now taught from P4 to 7.
- We gained a Silver Award as a Rights Respecting School

Improving Standards

We improve our standards by:

- being reflective practitioners, we evaluate using HGIOS4 quality. We decide where we are in our school development and what we have to do to improve
- holding learning visits where there is a focus set by staff and the SLT joins lessons which are discussed with staff afterwards.
- involving pupils in setting learning targets and also in assessing their work against given success criteria and then identifying their next steps for improving learning.
- identifying children who would benefit from extra support and setting SMART targets for them, sometimes using IEPs
- seeking feedback, views and contributions from pupils, parents and staff
- being aware of the importance of pupil wellbeing and strive to make our school an inclusive environment for all. All pupils were well supported in the return to school following the lockdown. The mental health of our pupils and staff continues to be one of our main priorities with work continuing with New Solutions with Play Therapy and Lego Therapy.
- using pathways for learning for all levels of the curriculum and our staff use these to inform their planning
- using National Benchmarks by staff as a tool for planning and assessment and they help us ensure there is moderation within a curriculum level
- using assemblies (**when allowed due to Covid**) to continue to build on our learners knowledge of Children's Rights as we work towards our Silver Award

School Improvement Plan (SIP)

The main objectives for the current session are related to Covid-19 Recovery and the mental health of our staff, pupils and families. Tasks from last year's SIP have carried on again due to Covid.

Improvement Outcome - Literacy

By June 2022, 100% of learners will have recovered from any learning deficit as a result of the impact of Covid-19 i.e. all learners will have achieved or exceeded predicted attainment in **literacy**

This includes

- COVID-19 Recovery
- Foundations of Writing techniques; RWInc Phonics; Rapid Readers; Nelson

Comprehension and Grammar; Big Writing Adventures in P1; Big Writing; Word Aware; Reading Boxes for improved comprehension for individual use; New Dictionaries and Thesauri ordered and skills developed.

- INSET Training for Big Writing and Word Aware (Dec 2022)
- 2nd Level spelling to be looked at during Term 1 for a resource following RWI phonics and RWI spelling in Early and First Levels
- 1:1 and small group interventions following RWI Testing in June 21. Data shows where this targeted intervention is necessary
- From QIs Staff would like: CPD in place to enhance moderation.
- Ensure time is given for moderation

Improvement Outcome - Numeracy

By June 2022, 100% of learners will have recovered from any learning deficit as a result of the impact of Covid-19 i.e all learners will have achieved or exceeded predicted attainment in **numeracy**

- Big Maths; HAM; TJ Maths; Maths Recovery
- Refresh of Progression Pathway (Feb 2022)
- Big Maths refresh twilight – February 2022
- New resources – Leckie and Leckie

Improvement Outcome – Health and Wellbeing

By June 2022, 100% of learners will have recovered from any learning deficit as a result of the impact of Covid-19 i.e. all learners will have achieved or exceeded predicted attainment in **Health and Wellbeing**

This includes:

- COVID-19 Recovery: Mental health and anxiety issues
- Continued work with New Solutions – Play Therapy and Lego Therapy
- Lego Therapy training for 3 staff members
- Trauma Informed Schools Training (Inset May 2022)
- Bounceback
- Circle Time – Jenny Moseley Training
- Working towards becoming a Rights Respecting School (Gold Award)
- Increased Pupil Voice using the Learner Participation Toolkit
- Nurturing practices using Primary Nurturing Approaches
<https://education.gov.scot/improvement/practice-exemplars/Developing%20whole%20school%20nurturing%20approaches>
- The Cost of the School Day
- Use of online Boxall Profiles
- Pivotal Education continue
- Play to be developed throughout the school
- Use of Seesaw to communicate with home and to develop Home Learning/Blended Learning if necessary
- Use of Seesaw as Learning Journal

READ, WRITE, COUNT

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish

Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club [website](#) offers a range of hints, tips and advice to help parents engage in their child's learning

FIRST MINISTER'S READING CHALLENGE

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part [here](#).

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

PARENTZONE SCOTLAND

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed [here](#). Why not check out the website for ideas on how you can support your child's learning.

HEALTH CARE

You can contact your school health staff at: -

School Nursing Service
Abbey Health Centre,
Arbroath.
01241 430303

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence

- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

FINANCIAL ENTITLEMENT DIRECT LINKS

- [Free School Meals and Clothing Grant](#)
- [EMA \(Secondary Schools\)](#)
- [Welfare Rights/Benefit Calculator](#)

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents