

# Eassie Primary School



## HANDBOOK 2022/2023

This document is available in alternative formats, on request  
(Please contact the school office)

## WELCOME

Dear Parent/Carer

Welcome to Eassie Primary School. We are delighted to have your child join us and hope that your family enjoys 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. Please be assured that we are here to help you and that we take a special interest in the overall life of your child both in and out of school.

Parents/carers of our children are always welcome in the school, not only on parent interview evenings and open days but also on more informal occasions. We encourage parents to take an active role with our Parent Council and welcome your support in any way you can offer.

This Handbook has been put together by a group of teachers, parents, and pupils. We hope it helps you understand more about Eassie Primary School and provides interesting and useful information.

If you require any further information or wish to visit our school, please contact the school office – 01307 840321.

Yours sincerely

*Scott Gordon*

Head Teacher

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## CONTACT DETAILS

School Name: Eassie Primary School  
Address: Eassie, Forfar, Angus DD8 1SQ  
Telephone: 01307 840321  
E-mail: eassie@angusschools.org.uk  
Headteacher: Mr. Scott Gordon  
Class stages: P1-P7  
Present Roll: 15

## ORGANISATION OF THE SCHOOL DAY

School Hours:	9.00 am - 12.30 pm	Morning session
	10.30 am – 11.00 am	Morning interval
	12.30 pm - 1.30 pm	Lunch break
	1.30 pm - 3.30 pm	Afternoon session

## VISITS OF PROSPECTIVE PARENTS

Prospective parents and pupils are welcome to visit us in order to see around the school and meet some of our staff. Please contact the Head Teacher / office to arrange a visit.

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

## SCHOOL UNIFORM

**Girls:** Grey or black skirt or pinafore, trousers, leggings or shorts, white/polo shirt, blue sweatshirt/cardigan, black shoes

**Boys:** Grey or black trousers or shorts , white/polo shirt, blue sweatshirt, black shoes

Embroidered school badge items, as well as plain items can be ordered from [myclothing.com](http://myclothing.com). School sweatshirts can also be ordered from Thrums Print and Stitch Kirriemuir.

**PE Kit – indoor**

Plain red, yellow or blue t-shirt (depending on house)

Black shorts

Gym shoes

**PE Kit**-outdoor

Jogging bottoms/ tracksuit trousers

Sweatshirt

Trainers

As the school is carpeted it is preferable that all children have a change of indoor shoes for wear in the classrooms

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

## **PARENTAL CONCERNS**

Parents should contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible in order to prevent them from growing into significant concerns. Contact your child's class teacher in the first instance.

- Write a note to the class teacher using the Homework Diary or put a note in an envelope and give to your child to pass on
- Phone the school office and arrange an appointment with the class teacher or Head Teacher (Mr. Gordon).
- The Head Teacher or class teacher (depending on the nature of the concern) will try to deal with your concern within 24 hours.

The staff will listen to your concern and agree a way forward with you. They will follow-up with a telephone call approximately one week later. This is to ensure all matters have been resolved.

### **Classroom considerations**

**Our 'Eassie Gold Standards' guide our conduct in school.**

Take Care

Be Kind

Work Hard

Be True

### **Further playground considerations**

- No-one may go outside the school grounds without the permission of a member of staff
- Do play nicely and safely with others

### **Homework Diary**

- Each child from P1-P7 has a Homework Diary. The diary is used for:
- Recording homework tasks and showing important dates
- A communication tool, between home and school
- Recording behaviour on a daily basis
- 

## **THE COMPLAINTS PROCEDURE**

[Angus Council complaints procedure](#)

## **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.

#### **Supporting Learning at Home**

- Parents are encouraged to be involved in home learning. Homework grids and other 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.
- Home/School link activities through the Class 'Dojo' system. Class teachers will share specific individual pupils' pieces of work with their parents/ carers each term. Feel free to comment on these.
- Class 'dojo' communications offer good opportunities for children to share experiences with their parents/ carers.

#### **Improving Home-School Partnerships**

- Homework Diary – Parents are encouraged to look at their child's homework diary on a daily basis with their child and support as appropriate the completion of homework tasks as advised by the school.
- Parent/Teacher interviews - in November and May, parents make an appointment to speak with the class teacher.

- Class 'dojo' – a home/school web-based closed communication system used to post images and information around pupils' progress and achievements.

### Supporting Learning in School

At Eassie we welcome and greatly appreciate the help of parents / grandparents /carers. There are a number of ways to get involved in the life of the school.

- Parent focus groups to help add input to the school improvement plans and priorities.
- Fundraising Group - a group of parents whose primary concern is that of raising funds for the school

*Other ways parents can get involved:*

- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Open afternoons
- Volunteers to help with special weeks (Eco, Health etc.) / days / trips
- Running or assisting to run clubs
- Road safety – Cycle Training
- Gardening
- Providing regular help in classrooms
- 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.

## 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 co-operation and to 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, disability or any other protected characteristic.

## SCHOOL AND COMMUNITY LINKS

Eassie Primary School is an integral part of the community of Eassie, Nevay and Kirkinch. Our children develop skills and learn to be better citizens as they engage with and support the work of the local community.

Who	Involvement
Supporting Local Events / Organisations	
Kirriemuir Rotary Club	<p>Senior pupils take part in annual Rotary Quiz and all pupils enter a story in the annual essay competition</p> <p>Pupils take part in Scots Poetry competition.</p>
Community Business Partners (World of Work)	Agrico UK, local seed potato company to deliver interdisciplinary project 'Tattie Tastic'
Glamis Primary School	<p>Link – ups for 'Co-operative days'</p> <p>Linked transition experiences or trips for P7's.</p>
Community Cafe	<p>Tea, coffee and bites, organised and staffed by Eassie pupils.</p> <p>Open to all community members – varying dates across the academic year.</p>



## **POSITIVE BEHAVIOUR MANAGEMENT**

[Angus Council anti-bullying policy](#)

We use a variety of positive behaviour management strategies in school – ranging from class rules and motivation systems to special Head Teacher Awards.

## **CELEBRATING ACHIEVEMENT**

The whole school celebrates achievement - we use photographs to record pupil's achievements and successes and any achievements in or out of school are included in the daily class dojo newsfeed.

Other ways we celebrate achievement include:

- Our Incredible Work Wall – children choose their best pieces of work to display.
- Head Teacher's Awards
- Class 'dojo' information and image sharing site. A place to celebrate achievements, good work, school trips or other special activities.
- Certificates and trophies - at the end of each term and the school year, children are awarded certificates for being on different groups, completing courses, being part of clubs, contributing to the life and ethos of the school etc.
- Press – we are always on the lookout for achievements within the school to pop into the local newspaper
- School noticeboard – display boards in the school corridor share a range of school and pupil achievements - certificates, etc.

## **EXTRA-CURRICULAR ACTIVITIES**

### **EXTRA-CURRICULAR ACTIVITIES**

Due to transport difficulties there are no regular post-school extra-curricular activities offered at Eassie.

Pupils do take part in sporting events and other activities organised on a cluster or county basis, usually out with the school day, generally with parental assistance for transport, and have the opportunity to take part in Sports activities with our sister school Glamis Primary. We also offer lunchtime activity clubs – such as curling, golf, rugby, cycling, athletics and football in partnership with Active Schools.

## **PUPIL COUNCIL**

There is an active Pupil Council at Eassie. Two or three pupils form the council, and they meet with Mr. Gordon at regular intervals to discuss school improvements and ideas for school developments, or to address any emerging issues or concerns. The Pupil Council

members are elected at the beginning of session and they hold office for the duration of one year.

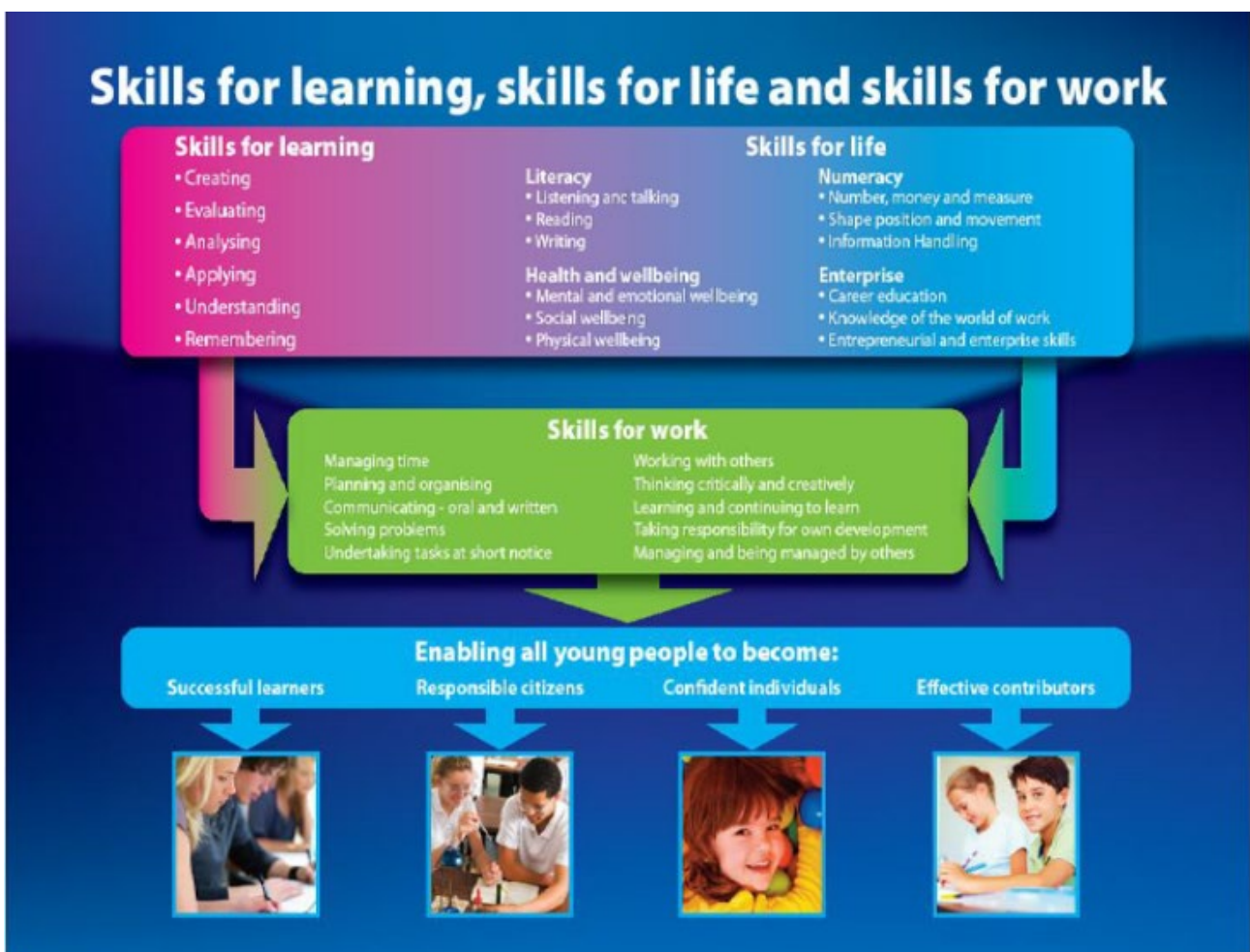
## LEARNING OPPORTUNITIES

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

### Planning the learning

Children from primary 1 - primary 7 work with their teachers to plan enjoyable projects. Children have choice in what they want to learn, how they will share their learning and who they will share their learning with. Staff work together to plan coherent learning experiences, taking the children's contributions into account, as well as looking for opportunities to include literacy, numeracy and health and wellbeing. We place emphasis on skills for learning, work and life.

This poster is on display in classrooms and around the school. It is used by teachers and pupils to identify the skills they are working on.



## **THE PUPILS AND PARENTS VOICE**

### **How do pupils contribute to planning their learning?**

- During 'Move up Day' 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 , and discuss the new topic initially under the questions/statements of 'I see... I think... I wonder...' to think about and discuss what they would like to do / learn. Teachers then plan the class project around the pupils' interests.
- Pupils often have some choice in how they learn. A selection of visual, auditory and kinaesthetic activities are often part of the everyday learning.

### **How do parents get involved in planning?**

- 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 at appropriate times during topic studies.
- Parents are encouraged to engage with project homework tasks with their children. Homework grids (offering a range of compulsory tasks and tasks that children can choose from) are sent home a minimum of twice a year. 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**

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

- P1 Parents' Induction/Information evenings
  - Curriculum information meetings
- End of topic assemblies when parents are invited to share the learning

## **LIAISON WITH SECONDARY SCHOOL**

Pupils normally transfer to Webster's High School at the end of their primary education.

Webster's High School, Prosen Road, Kirriemuir DD8 5BR

Tel No: 01575 577200

Email: [webstershigh@webstershigh.angusschools.org.uk](mailto:webstershigh@webstershigh.angusschools.org.uk)

The school maintains close links with Webster's High School and other Primary Schools within the Angus area. Our teachers and 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

What do we want to achieve this year?

We have a number of improvement priorities this academic session. In brief, these mainly follow national priorities in improving attainment outcomes in numeracy and literacy and health and well-being across the school, and some other school-specific development work.

Over the past few years we have made a commitment to working hard on developing and improving attainment, especially in numeracy and literacy. To date, we have seen real improvements in both and have a range of relevant data which elucidates this progress. More information about attainment figures and pedagogical developments can be found in our annual Standards and Qualities reports, and in our refreshed curriculum brief and curriculum rationale documents.

We want to encourage the development of generic and transferable 'skills for learning, life and work', with a particular focus on critical thinking and creativity. We do this by supporting our pupils to learn and develop these skills through classroom learning activities, and more broadly through extra-curricular and cross-curricular activities. Our pedagogical approach and school ethos ensure that there is sufficient opportunity for pupils to make progress with these skills.

## MAIN ACHIEVEMENTS

Further information about the school's main achievements for the previous year can be found in the **Eassie Primary School Standards and Qualities Report 2021/22**. See also the most recent **HMIe inspection report (June 2018) on the Education Scotland website**.

You can find this at: <https://education.gov.scot/education-scotland/inspection-reports/>

## Developing Successful Learners

Pupils' next steps in learning are determined by combining results from standardised assessments, teacher judgments and pupils' self-assessments based on shared criteria. Our school continues to maintain high levels of attainment and achievement for almost all of our pupils in literacy and numeracy. Pupils receive quality PE lessons and teachers are delivering up to 2hrs of quality PE per week. French language has been introduced and most of our pupils have a positive attitude towards, and an enthusiasm for, learning a new language and can take part in basic conversation. Our pupils are encouraged to work co-operatively and as individual learners as appropriate, and we seek opportunities for our pupils to work with other schools and children at regular intervals throughout the academic year.

## Promoting Responsible Citizenship and Effective Contributors

Opportunities for pupils to take part in extracurricular activities have increased through the provision of lunchtime clubs and festivals organised by our active school's co-ordinator.

Our P6/7 pupils have traditionally taken part in a joint project, 'Tattie Tastic' with Glamis School. Our partnership with local business, Agrico UK was a finalist at the COSLA 2015 awards, achieving Silver in the Achieving Better Outcomes category.

We have introduced 'Co-operative days' with Glamis Primary School – where pupils from both schools mix and get involved in various collaborative learning activities, with house points and prizes being offered for effective teamwork and effort. We find this really helps our pupils make connections and friends out-with school in the local area.

## Partnerships with parents

Parents have been directly involved in evaluating the school improvement plan.

Evaluations from parents' perspectives have been valuable in monitoring the progress of the school and have helped to set next steps.

Open afternoons and evenings have been well-attended and have at times been delivered by pupils to inform parents / carers about restorative approaches and how peer mediation is used to support pupils and restore relationships. Parents also have the opportunity to attend informative seminars around initiatives in school such as 'The Daily 5' literacy strategy, 'Growth Mindset' and 'Bounce Back' resilience programme. Parental involvement in the life of the school continues to increase. Parents regularly help out in classes and on trips. Parents have taken part in 'Co-operative afternoons' e.g. The careers fayre day – discussing their jobs/ careers and outlining the skills and qualifications required.

Parents offer support for initiatives like 'Book week' and come in to school to e.g. read to children.

## IMPROVING STANDARDS

We continue to have a strong focus on numeracy, literacy and health and well-being in school. In the last year or two, we have introduced new learning materials and resources for learning and teaching in numeracy and literacy, a refreshed pedagogy and a group-based learning approach across our classes. These developments are helping us to meet pupil needs more effectively and will assist us in improving attainment.

Our enhanced tracking and monitoring system, coupled with appropriate and robust assessment data ensures that we have a broad and reliable bank of attainment and achievement information with which to monitor and compare progress.

Parents' evenings, pupil Home/school links through 'Class Dojo' and the annual report focus on learners' progress and next steps in learning. Report comments are based on standardized assessments, teacher judgments and self and peer assessment information.

## SCHOOL IMPROVEMENT PLAN

Over the next two to three years, in line with national priorities, we will continue to have a strong focus on literacy, numeracy and health and wellbeing. We will continue to promote reading and a love of literature through our existing activities and systems (e.g. The Daily 5, Head Teachers Story Time, book week, world book day.) We continually work with the pupil council to identify and progress improvement priorities across the year.

We will continue to involve parents in our 'co-operative day' activities where possible, and individual class teachers will continue to ask parents to contribute to class learning objectives where practical and relevant.

Over the past few years we have made a commitment to working hard on developing and improving attainment, especially in numeracy and literacy. To date, we have seen real improvements in both and have a range of relevant data which elucidates this progress. More information about attainment figures and pedagogical developments can be found in our annual Standards and Qualities reports.

We want to encourage the development of generic and transferable 'skills for learning, life and work', with a particular focus on *critical thinking and creativity*. We do this by supporting our pupils to learn and develop these skills through classroom learning activities, and more broadly through extra-curricular and cross-curricular activities. Our pedagogical approach and school ethos ensure that there is sufficient opportunity for pupils to make progress with these skills.

## HEALTH CARE

School staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

### Primary 1

Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only. Hearing and vision are no longer checked in school.

### Primary 7

All parents are asked to return a completed health questionnaire. An opportunity to discuss health problems with the School Nurse is offered.

**Children with an identified health need may be seen more frequently.**

### How can parents help?

1. Contact the school or School Health Service if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse

enormously.

3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

**You can contact your school health staff at:**

<b>Name</b>	<b>Base Address</b>	<b>Telephone No</b>	<b>Email</b>
Specialist Community public health nurse.	Whitehills Health and Community Care Centre	01307 475274	
Community registered nurse	Whitehills Health & Community Care Centre, Forfar	01307 475274	

**Administration of Medicines**

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible parents are requested to ask for GP prescriptions which can be administered out-with the school day, ie in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form **must be completed in advance** when any medication is to be administered or taken in school.

## **DOGS IN SCHOOL GROUNDS**

**We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.**

**So, please ensure dogs (except for service dogs) are not brought into school grounds.**

**And if you are walking your dog to and from school, please remain at a reasonable distance from the school gate.**

**This will enable children and adults to enter and exit safely.**

**We'd ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.**

## **USEFUL LINKS AND CONTACT DETAILS**

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

## **ANGUS COUNCIL WEBSITE**

Visit [angus.gov.uk/schools](https://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

## **OTHER WEBSITES**

Find useful links to other websites at [angus.gov.uk/linksforparents](https://angus.gov.uk/linksforparents)