

MAISONDIEU
PRIMARY SCHOOL
HANDBOOK 2022/23



"Helping everyone achieve more than they thought they could"

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

Contents

<u>CONTACT DETAILS</u>	3
SCHOOL / NURSERY TIMES	4
<u>VISITS OF PROSPECTIVE PARENTS</u>	4
<u>SCHOOL UNIFORM</u>	5
<u>PARENTAL CONCERNS</u>	5
<u>THE COMPLAINTS PROCEDURE</u>	6
<u>PARENTAL INVOLVEMENT</u>	6
<u>BECOMING INVOLVED IN SCHOOL</u>	7
<u>SCHOOL ETHOS</u>	7
<u>SCHOOL AND COMMUNITY LINKS</u>	9
<u>POSITIVE BEHAVIOUR MANAGEMENT</u>	9
<u>CELEBRATING ACHIEVEMENT</u>	10
<u>EXTRA-CURRICULAR ACTIVITIES</u>	11
<u>PUPIL COUNCIL</u>	11
<u>LEARNING OPPORTUNITIES</u>	11
<u>THE PUPILS AND PARENTS VOICE</u>	12
<u>THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL</u>	13
<u>LIAISON WITH SECONDARY SCHOOL</u>	13
<u>SCHOOL IMPROVEMENT (School Specific)</u>	13
<u>MAIN ACHIEVEMENTS</u>	13
<u>IMPROVING STANDARDS</u>	14
<u>SCHOOL IMPROVEMENT PLAN</u>	14
<u>HEALTH CARE</u>	15
<u>USEFUL LINKS AND CONTACT DETAILS</u>	15
<u>ANGUS COUNCIL WEBSITE</u>	15
<u>OTHER WEBSITES</u>	15

CONTACT DETAILS

Address: Maisondieu Primary School
St Andrew Street
Breachin DD9 6JJ

Tel: 01356 237138

Email: maisondieu@angusschools.org.uk

Twitter: [@MaisondieuPS](https://twitter.com/MaisondieuPS)

Parent Voice Facebook Page: Maisondieu Parent Voice

Head Teacher: Mrs R Chalmers

Depute Head Teacher: Mrs K. Hoggins

Office Staff: Mrs K. Hutcheon,

Present Roll: 390

Class Stages

Primary 1: Miss F McKenzie, Mrs R. Sneddon, Mrs L. Duff, Miss L Smith & Miss A Donkin

Primary 2: Miss A Laing & Mrs L Reid

Primary 3: Miss H Soutar, Mrs L Sharpe & Mrs N Buchan

Primary 4: Miss J Christie, Miss R Thomson,

Primary 5: Mrs H Doig, Mrs D Kydd & Miss K Menmuir

Primary 6: Mrs M Bathgate & Mrs J Cadman

Primary 7: Miss J Young, Miss V Mew

Nursery Team

Mrs C.Beattie

Mrs L. Barnett

Miss S. Fyfe

Miss D Law

Mrs A Mackie

School / Nursery Day

9am – 12.20pm 1.30pm - 3.10pm (P1 & P2)
9am – 12.30pm 1.30pm - 3.20pm (P3 – P7)

Break time is 10.30am – 10.50am for all stages

EARLY LEARNING AND CHILDCARE

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 9am – 3pm, 5 days a week, over 19 weeks of the 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.

These times are subject to change during the current pandemic. Please contact the school directly for more information.

VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

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

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



SCHOOL UNIFORM



School Uniform

Black trousers, long shorts, skirts, pinafores

School jumper or cardigan

Black shoes, socks or tights

Maisondieu hoodie

Primary 1-3: White polo shirt, tie optional

Primary 4-7: White shirt or blouse with tie

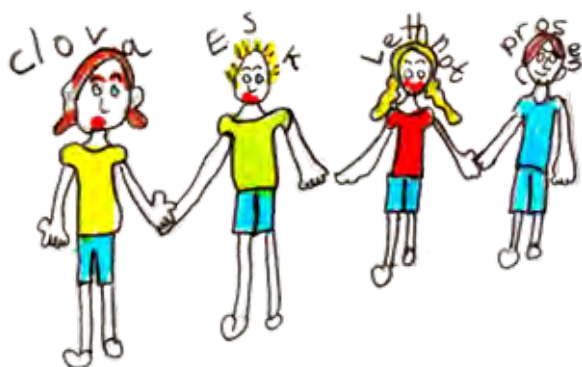


**PLEASE PUT NAME LABELS ON
ALL ITEMS OF CLOTHING!**

Gym Kits - indoor

House colour t-shirt and black shorts (gym kits can also be purchased with the school logo see the school office).

Children should also bring in a pair of joggers and a sweatshirt for outdoor gym. Only one pair of shoes is required to cover both indoor and outdoor gym.



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, preventing them from growing into significant concerns.

- Write a note to the class teacher via Seesaw 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,

- Principal Teacher, Depute Head Teacher or Head Teacher (Mrs Chalmers).
- A member of the school's senior management, or a class teacher (depending on the nature of the concern) will deal with your concern within 24 hours.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

PARENTAL INVOLVEMENT

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. Home learning tasks are often designed to encourage children to work with parents to complete the activities.
- Homework is divided into Must, Should and Could tasks. There is no expectation that children complete the Should and Could tasks-these are included to allow further challenge or to extend learning.

Improving Home-School Partnerships

- Seesaw – Parents are encouraged to look at their child's Seesaw when a notification is received. Seesaw is used for a home/school communication platform and is also used for sharing learning and homework.
- Folios – a portfolio built up in each academic year, showcasing latest and best pieces of work.
- 3-way interviews - in November and March, parents make an appointment to speak with the class teacher and their child. Parents, their child and the teacher discuss learning and next steps, as well as exploring learning out of school. A written summary of progress is provided.
- Family Learning – there are opportunities throughout the year to attend parent-only or family learning sessions. These are intended to equip parents with the tools to better support their children's learning and to help parents get more involved in learning.



Supporting Learning in School

At Maisondieu 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 drop-ins.
- Parent focus groups.
- Parent Voice – the Parent Teacher Council for Maisondieu. It includes the PTA, a group of teachers and parents whose primary concern is that of raising funds for the school. All parents are welcome at Parent Voice meetings.
- Area Team Partnership – parents and members of the school and wider community are invited to be part of improvement groups run by parents to address specific school improvement projects.

Other ways parents can get involved:

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

HELPING EVERYONE ACHIEVE MORE THAN THEY EVER THOUGHT THEY COULD



Everyone's Welcome, Everyone Works Together

To create a happy, friendly and safe school which welcomes children, their families and the wider community and promotes co-operative partnership.

Aim High!

To raise aspirations so everyone strives for excellence in everything they do.

What You Do Matters

To appreciate, as a global village, we are interdependent.

If You Think You Can, You Can!

To empower each child so they know and believe they are capable of all they want to achieve.

Be the Best Teacher You Can Be

Aspire to provide outstanding learning and teaching to enable all children to be supported and challenged in their learning.

The Maisondieu Values are Friendship, Hope, Kindness, Courage, Respect, Responsibility & Peace

SCHOOL AND COMMUNITY LINKS

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

We have developed links with many of the businesses and organisations in Brechin, and work in partnership with them on initiatives throughout the year.

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. Our Positive Behaviour policy is available on the school website or from the school office.

A school reward system has been agreed for all pupils to work towards. A stamp will be awarded each day for positive behaviour.

Other awards can be adult praise, sticker, table points, stamps, stars, etc. Adults give house points which count towards the Well Done trophy presented to the house with the most points at the end of the session.

Each year group will have its own positive behaviour system created by the class teacher and pupils.

Our school Rules are of a common sense nature, bearing in mind the interest and safety of all concerned:

*Be careful and safe at all times
Be polite and remember your manners
Be eco-friendly and follow the Eco-Code
Be a good listener and work as hard as you can
Be thoughtful and treat others as you would like to be treated*

School Values

- Kindness
- Respect
- Friendship
- Responsibility
- Hope
- Peace
- Courage



CELEBRATING ACHIEVEMENT

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



Assemblies- children's achievements are often acknowledged at assemblies.

We Love Learning Boards – each class has a board that displays learning outside school.

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.

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

House points – pupils can gain points for their house in a variety of ways, through good behaviour, academic and sporting achievements. The house with the greatest number of points at the end of the year is awarded the Doreen Cameron Well Done trophy.



EXTRA-CURRICULAR ACTIVITIES

A variety of activities is available for children during and after school.

Choir

Glee Club

Football

Netball

Basketball

Gymnastics

Digital

Athletics

Cross Country

Maths Challenge

Rotary and Euro Quiz

PUPIL COUNCIL

Children are elected from their classes to be representatives on:

Maths Ambassadors

Language Leaders

Eco Group

FairTrade Group

Sports Council

Reading Council

Digital Leaders

Travel Team

Outdoor Group

Leadership groups meet every fortnight.



LEARNING OPPORTUNITIES

Four contexts for Learning:

- Ethos and Life of the School as a Community
- Personal Achievement
- Interdisciplinary Learning
- The Curriculum

At all stages we use flexible groupings in literacy and numeracy to enhance support, pace and challenge within learning. Teachers teach in ways which motivate and engage

children in their learning, presenting them with learning opportunities to work co-operatively and independently. Explanations are clear and open questioning is used well to involve children in and extend learning. Intended learning, differentiated success criteria, relevant Skills for Learning Work and Life and teacher expectations are shared in lessons so children are aware of what they are learning and how to be successful. All staff engage in a variety of moderation activities including visiting other classes and schools. This provides opportunities to reflect on and share good practice, and encourage consistency of approaches.

Curricular Areas

- Sciences
- Literacy
- Modern Language (Nursery- P7 pupils)
- Numeracy
- Expressive Arts (drama, music, dance and art)
- Social Studies
- Technologies
- Health and Well-being
- Religious and moral education

THE PUPILS' AND PARENTS' VOICE

Planning the learning

Children from pre-school - 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 well-being.

How do pupils contribute to planning their learning?

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



How do parents get involved in planning?

- Our Area Partnership Team supports the planning of meaningful and relevant learning experiences for our children and families (speak to the Head Teacher to find out more).
- Pupils take their personal folios home to show parents their recent and best achievements.
- Parents are invited to contribute to the learning that takes place in school by

providing interesting resources to enhance the learning or they can come in to school to share expertise / knowledge.

- Parents are encouraged to engage with project homework tasks with their children. It is often the case the parents can help their children plan their home learning tasks making them personal to the child.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

If you want to find out more about the curriculum at school, local and at national level

there is a selection of leaflets in the school foyer - please help yourself. There is also a wealth of information available through the links at the back of the handbook.

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

- Meet the teacher evening
- P1 Parents' Induction evening
- Maisondieu Open Afternoons
- Parent workshops

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Brechin High School (*Tel. 01356 237100*) 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 (School Specific)

MAIN ACHIEVEMENTS

How good is our leadership and approach to leadership?

Staff have consistently high expectations of all learners.

All staff participate in individual and collective professional learning which improves outcomes for learners. Some staff specialise in areas which increases the school's capacity to meet children's needs e.g. ADHD, Dyslexia, play pedagogy, Read Write Inc, Fresh Start, BLAST, art therapy, nurture, as well as curricular areas. Some teachers have become champions for the school in the following subject areas: Numeracy, French, Health and Wellbeing. Senior leaders build on the skills and talents of individuals to build leadership capacity for example a teacher has led nursery transition and the development of an outdoor play area for Primary 1.

One of the Principal Teachers has effectively led literacy developments in phonics and vocabulary teaching (see above for impact). The school's School and Pupil Support Assistants have undertaken professional learning to support literacy interventions and wellbeing (Lego Therapy, Zones of Regulation, knowledge on adverse childhood experiences).

There is a very strong focus on improving learning among staff across the school and there is evidence of clear and measurable impact of professional learning on outcomes for learners.

The Senior Early Years Practitioner has recently achieved her BA in Early Childhood Practices and one of the Early Years Practitioners has completed year 1 of the same degree. Both practitioners have brought improvements to the experiences and outcomes of the school's youngest children through engaging in this form of professional learning. Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment. Teaching staff and the SLT have jointly worked on a raising attainment strategy as part of the school's quality assurance process (3.2 Raising Attainment and Achievement).

Teacher confidence in using data to make accurate judgements about children's attainment and progress within literacy has improved. The evidence of this lies in the evaluation of a range of data throughout the year and the changes made to pedagogies, methodologies and outcomes for children.

Pupil leadership opportunities have continued to be scaled back due to Covid restrictions.

The school make good use of opportunities offered – highlights from 21/22 include:

- a variety of sports in partnership with Active Schools and local sports clubs.
- Primary 6 children are taking part in a local history project in partnership with the Brechin Town House Museum, Brechin Castle and a local stonemason.
- The school has a good partnership with The Attic, a local youth group, and some classes have visited the local library.
- All primary 7 children have enjoyed a block of outdoor learning in partnership with Murton Farm.
- The school's Rotary Team took part in the cluster Rotary Quiz .
- Some classes have taken part in local competitions e.g. writing competition (Brechin Bookfest), designing front cover for Brechin Bookfest, designing a cover for the leaflet for the local Pageant – Maisondieu pupils won first prize in all three competitions.

IMPROVING STANDARDS – 2021/22

Reading & Writing (main focus for improvement this year)

In Primary 1, 72% of the children achieved early level in writing and 76% in reading. 13% of the year group are not yet secure in early level listening and talking. Speech and language development is key to achievement within reading and writing. The data shows that almost all children who are not secure in listening and talking have not achieved early level reading and writing. To address this gap a teacher has been delivering speech and language inputs using the BLAST programme to target speech and language development. Teachers' observational evidence suggests that almost all children who are not yet secure are developmentally not ready for formal literacy learning. Observations have shown this group of children are still very much engaged in earlier childhood play

schemas; further evidence to suggest that some of the children in this group may not yet be ready for more formal instruction in literacy.

Within the Primary 4 year group, 86% of children have achieved first level writing. No children have exceeded the moderated level in writing. Good progress has been made within this year group – last year 38% of the children were below the moderated standard for writing. 91% of children in P4 have achieved first level reading, the boys within this year group have exceeded the girls' attainment in reading. A few children (7%) have achieved beyond first level and are beginning to work towards second level. This could be due to the analysis of Scottish National Standardised Assessment data in November and the changes teachers made to the pedagogy of teaching core reading comprehension skills.

In Primary 7, 84% of the year group achieved second level in writing with 16% of children achieving beyond second level and working within third level. When this year group were in Primary 6 only 50% of the year were at the moderated level with 34% of children just below the expected level. In reading, 84% of Primary 7 children have achieved second level with 18% working within third level. Last year, only 66% of this cohort were on track to be secure within second level.

This year's School Improvement Plan (SIP) has ensured a relentless focus on key literacy skills. Teachers have used data evidence to adjust approaches and methodologies to target gaps with an emphasis on raising the attainment of children who were just below the expected standard.

SCHOOL IMPROVEMENT PLAN 2022/23

This year, we have had three school improvement plans:

Primary 2-7 – improving imaginative writing

Nursery-Primary 1 – Speech and Language development in the early years through engagement with the Hanen training programme

Interventions/booster sessions – developing a whole school approach to offering a wide range of interventions to our curriculum (academic and wellbeing) to help us 'get it right' for our children and achieve our mission statement: "helping everyone to achieve more than they thought they could"

You can contact your school health staff at: -

You can contact your school health staff at: - Whitehills

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

OTHER WEBSITES

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