

Pupil and Parent Handbook



Letham Primary School

3 Braehead Road

Letham

DD8 2PG

Tel: 01307 494270

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

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CONTACT DETAILS

School Roll: 176

Head Teacher

Miss K Frain

Depute Head Teachers

Mrs C Hudson / Mrs Williamson

Class Teachers:

P1

Mrs J Batard

P2

Miss N Kilcoyne

P2.3

Mrs A Sabti

P4

Mrs P Marshall

P5

Mrs C Poynton

P6

Miss T Wakeford

P7

Mrs M Skene

ELCC

Mrs Littlejohn SEYP
Mrs Duncan EYP
Mrs Napier EYP
Miss Baillie EYP
Miss Sherrit EYA
Miss McQuade Modern Apprentice

Mrs Millar EYP
Mrs Hopwood EYP
Miss Messeter EYP
Mrs Davidson EYA

School and Pupil Support Assistants

Mrs P Scott Mrs L Deas Mrs M McLaren

Senior Clerical Assistant

Mrs M Blackwood

CONTACT DETAILS
Letham Primary School
3 Braehead Road
Letham
Angus
DD8 2PG
01307 494270

letham@angusschools.org.uk

THE SCHOOL DAY

Stage	Start	Break	Lunch	Close
Primaries 1 - 3	9.00am	10.40-11.00am	12.30-1.30pm	3.20pm
Primaries 4 - 7	9.00am	10.40-11.00am	12.45-1.45pm	3.20pm
ELCC	9.00am			3.00pm

VISITS OF PROSPECTIVE PARENTS

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

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

SCHOOL UNIFORM

School uniform is not obligatory and is flexible. The school uniform consists of: grey trousers/skirt/pinafore; white polo shirt/white shirt; navy or school sweatshirt/grey cardigan. PE kit should be shorts/leggings/joggers and an appropriate t shirt, we just ask no football strips or colours. (As a safety precaution, all jewellery must be removed before practical activities). Pupils are encouraged to be smart and tidy and although a school uniform can enhance the appearance and the reputation of our school, we do not insist that it is worn, we just ask that all children come to school appropriately dressed.

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. If you would prefer to discuss the issue with a member of the management team please contact Miss Frain

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.

OPPORTUNITIES for PARENTAL INVOLVEMENT:

During the school day:

- Helping in the ELCC and in classes
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games

- Supervising board games
- Teaching playground games
- Community Session activities e.g. board games, art and craft in small groups
- Supporting educational visits/trips

Outwith the school day:

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

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

All parents are invited to attend three Pupil Learning Conferences 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 their child explain their learning journey for this session. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to support their child on a daily/weekly basis with the completion of homework tasks as advised by the school.

All classes send home a monthly learning journey which gives parents the opportunity to discuss ongoing learning with their child/ren.

SCHOOL ETHOS

Relationships with Learning – “To always give of our best and be all we can be”

At Letham Primary, in partnership with parents and the community we aspire, through a caring, relational approach and high quality learning and teaching, to create an ethos which ensures an honest, respectful and stimulating environment thus nurturing every child towards reaching their potential and enabling them to have the skills (academic, social and moral) and confidence to embrace the world in which we live.

Our Relationships with Learning Policy is available from the school office.

A positive attitude is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing this. The values, goals and expectations of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our goals and expectations are devised in consultation with pupils, and support and guide children in making good choices both academically and socially. These are discussed and amended as required throughout the session

Throughout the year pupils engage in activities which aim to empower them to cope with situations and challenges they encounter in everyday life, to see things from another point of view, to build resilience, to develop an 'I Can' and 'I am responsible' mindset.

All pupils are made aware of the well-being indicators and these are promoted through school assemblies, weekly community sessions and every day practice.

S – Safe
H – Healthy
A – Achieving
N – Nurtured
R – Respected
R – Responsible
I – Included

At Letham Primary we have developed a policy guideline '**The Way we Do Things Round Here**'. This exemplifies our rationale, our vision, values and aims, and 'the way we do things round here'.

Letham Primary has its own anti-bullying policy in line with that of Angus Council. We regularly promote this policy with pupils and parents through assemblies and parent and pupil leaflets. Our policy is available from the school office.

SCHOOL AND COMMUNITY LINKS

Letham Primary is an integral part of the community of Letham. 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 organised by organisations and businesses in the local community.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

BEHAVIOUR MANAGEMENT – Restorative Approaches

Our Behaviour Management reflects the 'Community' ethos we strive to create:-

- Each member feels cared about
- Members are encouraged to care about each other
- Experience a sense of being valued and respected – the children matter to one another and to the adults
- If one member is absent they are missed
- Differences are accepted and supported
- Help is given to each other (not for external rewards or recognition but because it's the right thing to do)
- Each child feels competent (academically and socially)
- Build connections between children
- Demonstrates personal and collective responsibility.
- Has an understanding of values and social justice.

Restorative Approaches underpins our interactions and we are proactive in developing communication and skills necessary to make this achievable.

This means that:-

- All members of staff will listen and respond appropriately to any incidents (social and academic)
- Staff will not make judgements or take sides
- Staff will endeavour to support all pupils involved in any incidents.
- Consequences are reflective of the seriousness of the situation and consideration is given to individual needs (vulnerable individuals and pupils with ASN).
- The children are aware of non- negotiable breeches. We use restorative approaches to oust the behaviour whilst at the same time looking after 'all' the children involved. We work together to repair any damage caused.
 - We deal with conflict and disruption in a timely manner
 - We repair harm in the aftermath of wrong doing
 - We address issues with all involved
 - We work with those involved to find the best solution for what has happened
 - We embrace a diversity of solutions by understanding that there may be many ways to solve a problem
 - We focus on what needs to happen to repair harm
 - We look at what needs to happen to prevent further harm
- Whenever possible the children are encouraged to reflect on their own and the behaviours of others and be involved in decision making processes around making things better.

We work collaboratively with families and other agencies to 'get it right' for all children.

(Please see our Relationships with Learning Policy and 'The Way We Do Things Round Here' guidelines.)

CELEBRATING ACHIEVEMENT

As soon as you enter Letham Primary it is clear to see that pupil achievement is celebrated and shared for everyone to see.



TREE-mendous – situated on the wall outside the head teachers office is a tree which changes with the seasons.

Alongside our TREE-mendous display we celebrate and display achievements from the world outside the immediate school environment. Pupils bring in pictures, trophies, certificates, newspaper cut outs of anything they are proud of achieving, from scouting celebrations to taking part in charity events.



We are committed to developing a Growth Mindset and a love and commitment to learning and making the right choices for the right reasons. As such, over the last few years, we have reduced our use of certificates, stickers etc. All members of staff at Letham believe this is having a very positive effect on effort, and willingness to learn; and being ethically sophisticated.

All of the above is encompassed within our 'Relationships with Learning Policy' which is available from the school office.



ELCC Achievement Tree



EXTRA-CURRICULAR ACTIVITIES

- After School Clubs – At Letham the clubs change regularly trying to provide different opportunities to encompass a range of interests.
- Running – We are committed to improving our Health and Wellbeing and pupils in the upper classes take part in a running after school club led by members of staff.
- Gardening – We are committed to looking after our outdoor environment. Pupils and teachers try hard to maintain it. With the on-going support of parents and the local community we believe it will continue to be significant learning resource.
- Pupil Council – Every year P4-7 classes appoint 2 pupils to become Pupil Council members and represent their wishes at meetings. Throughout the year the Pupil Council will be involved in many decisions including choosing charities to fundraise for, taking on the role of 'young leaders', deciding on social events run by the Parent Council, organising competitions and any other important business raised by pupils.
- Rights Respecting Schools Group – Our pupil lead group has been established to support and enhance the already good work in school, with regards to the United Nations Convention on the Rights of the Child (UNCRC). The group are proactive in meeting and discussing key issues raised from within the school community, that can then be targeted in a beneficial way for all. This group of children work with the support and guidance of a member of the Senior Leadership Team and ensure they are the driving force for positive change. The group support the whole school community on their journey towards Silver Rights Respecting Schools accreditation.

- Digital Leaders – Every year pupils from P6 and P7 apply for the position as a digital leader. After an interview process they take on the role of supporting the use of digital technologies in school. They maintain and look after equipment, support teachers using digital technologies in class, present important information at school assemblies, run lunchtime clubs, lead professional staff learning and many more responsibilities as and when they are needed.
- Buddies – Everyone at Letham demonstrates a respectful, friendly and caring attitude towards everyone. To aid this process and to provide support to new primary one pupils they are given 'Buddies' from the P7 class. Each pupil meets their buddy whilst in ELCC where they play and work together regularly. The 'Buddy' system gives new pupils the support and confidence to enjoy school from their very first days. The P7 pupils also benefit greatly from working closely with younger pupils
- Friendships – In the playground pupils are encouraged to 'look after each other'. There is a friendship bench if someone is lonely or has no one to play with, there are rotas on the school climbing wall and climbing equipment, where pupils are encouraged to work in pairs supporting each other.
- Community Groups – In order to facilitate our vision on community ethos, time is allocated to community groups. Community sessions are structured so that children are given the opportunity to reflect on values and what this means to how we behave and 'are'. Activities are planned to develop team work as well as develop independence skills; and to celebrate differences and individuality as well as highlighting interdependence. Pupils are encouraged to share their views and help direct school life. Community groups may be organised in classes and at other times will be a mixture of ages across the school. We endeavour to invite parents and members of the community to be involved in some of these sessions.
- 'Our Views Count' – The pupils of Letham are involved in many important decisions about their education. Pupil voice is an integral part of the school improvement plan where pupils discuss key objectives, looking at the impact of learning and teaching, how it is changing and how it can be improved, both in and out of the classroom.
- Pupil Learning Council – The pupils meet regularly and discuss many aspects of learning and in teaching, often devising next steps and plans for our improvement journey. e.g. The learning council have their own improvement agenda and they often devise a PDSA (Plan, Do, Study, Act) to be taken forward by each class.

LEARNING OPPORTUNITIES

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

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design. Children and young people, throughout their education, will have the opportunity to discuss with their teacher the contexts, 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 at the start of the topic, and will be invited to support the learning by e.g. sharing resources from home, discussing learning with their child and/ or visit the school to share a talk.

Parents will be invited to share and make comment regarding the planned work for their child, at various points throughout the year, and are encouraged to feedback at any time.

Pupils and parents share the learning journey in a variety of ways... Monthly Learning Journey, Twitter, WOW Folder, pupil learning conference. Parents are encouraged to engage their children in talking about and sharing their learning journey on a regular basis.

A Pupil Learning Council impacts on the day to day running of the school and is a crucial part of our improvement journey. The pupils have a direct say in where we are going and how we are going to get there. The pupils have co-created their own school improvement plan in line with the school's driver diagrams. This creates greater ownership, understanding and role and responsibility of the improvement process.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

- The curriculum for Letham Primary is based on a working curriculum rationale. This has been developed in conjunction with pupils, parents and staff. The rationale is based on local and national guidance and is based around our own customised progressive pathways. At all times consideration is given to individual, local and national initiatives.
- At Letham we regularly share learning with our families in the form of curriculum open events, our monthly learning journeys, and through other social media means. Parents and pupils are considered valued partners in any decisions regarding curriculum.
- The school maintains close links with Forfar Academy 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. We moderate our curriculum regularly internally and externally.

Moving Between Schools

- When a child moves to a new school their class teacher will communicate with the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organise a visit to

the new school (if possible) in advance, to support the child in the move.

- It should be noted that opportunities for enhanced transitions are available for children as required.

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 40 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.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Forfar Academy 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

- We maintained consistently high standards of attainment.
- The improvement plan has had great impact not only on attainment but on the holistic development of our pupils.
- Successful and strong community links.
- Our learners are motivated, stimulated and eager to participate in their own learning.
- Pupils are actively involved in their own learning.
- Our pupils play an essential role in the overall life of the school and the community. Visitors to the school comment that our pupils are polite, confident, enthusiastic, articulate, showing eagerness and willingness to interact.
- Pupils, parents and staff work together as part of a successful team.
- Continued Professional Learning is collegiate; it has a unity of purpose, feeding into the improvement process for the school and our pupils.
- We work collaboratively to provide a stimulating, enjoyable, motivating curriculum, featuring personalisation and choice.

- We have clearly established good working relationship with parents and the community, in all aspects of school life. We reinforce this at every appropriate opportunity. We work on joint projects and involve parents.
- We continue to work hard on improving our cyclical processes for self-evaluation.
- We have successfully implemented a much more active style approach to our teacher toolkit.
- Our SIP is progressively more forward thinking, showing vision for the future - an extended improvement cycle.
- Aims, vision and values are shared effectively; these have been updated in line with our curriculum rationale by all involved in the education at Letham.
- We have very positive communication links and make every effort to involve everyone in decision making.
- Our environment is pleasant and stimulating, we are well resourced, with up to date resources.
- The pupil voice has been enhanced through the ongoing development of our Pupil Learning Council. Pupils share their learning journey directly with parents through a variety of sources i.e. Pupil Learning Conferences (Parent consultations / evenings)
- Improvements in communication in relation to sharing the language of learning continues through the use of Enhanced Learning Journeys which are shared at the start of each month, Twitter, QR Codes, WOW Folders, etc.
- We recognise and celebrate pupil achievements both in school and out with. Encouraging the children to recognise the value of education and the impact it has on everyday life.

IMPROVING STANDARDS

- Levels of attainment are good; children are developing a deep understanding across all aspects of literacy, numeracy and inter disciplinary subjects.
- We are trying to make best use of all assessment data (standardised assessments, classroom based assessments and teacher judgment.) This includes the national benchmarks and national assessments.
- In literacy children have experiences and success in a wide variety of learning opportunities. We continue to build up our bank of literacy resources that support our Back to Basics and literacy for the 21st century philosophy.
- In numeracy teachers have developed their understanding of how best to teach numeracy through taking part in numerous professional opportunities. Pupils have experiences in a wide range of conceptually appropriate tasks. We have continued to build up our bank of resources to support the teaching of numeracy. The school has been involved in many showcase events highlighting good practice within the teaching of numeracy at Letham.

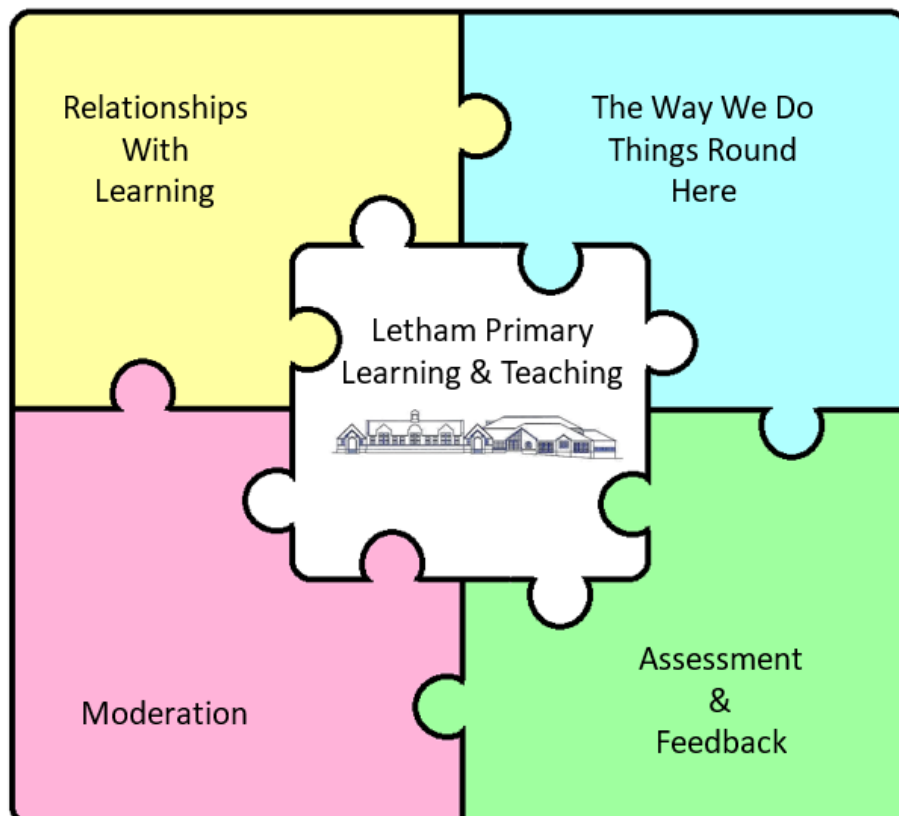
- We are improving our skills in involving pupils and parents in our reflective, evaluative improvement cycle processes.
- Our journey towards developing a restorative school is progressing. 'Bounce Back', GIRFEC and SHANARRI are integral resources in our daily classroom practice. Their meaning, message and philosophy are impacting on the day to day running and life of the school. The importance of developing effective relationships continues to impact positively on the overarching ethos of the school.
- We are continually developing a growth mindset culture with children and staff which impacts on pupil resilience and perseverance. We are encouraging children to develop intrinsic motivation alongside ethical sophistication.

We are continually broadening our curriculum offer to encompass local, national and global education, giving our children the skills to effectively appreciate and participate in an ever evolving world. i.e. Learning for Sustainability, UNCRC (UN Convention on the Rights of the Child), Rights Respecting School, Global Citizenship, Sustainable Development Goals.

SCHOOL IMPROVEMENT PLAN

The main objectives over the current session are:

100% of children achieving and maintaining age/stage (or higher) expected outcomes by June 2024



Reigniting the positives from our relational community approach to the way we do things round here, to rejuvenate and re-energise our current practice for the benefit of our whole school community. This is to be achieved by carrying out specific work on our 4 main policy documents specific to Letham Primary.

- **The Way We Do Things Round Here**
- **Relationships with Learning**
- **Moderation**
- **Assessment and Feedback Guidelines.**

Much of the documents are interrelated and none exist in isolation...by reviewing the practice in one we are also then reviewing the practice in others. Please see Jigsaw pieces above and table below. Ensuring all policy documents once they have been updated they are embedded in every day practice by everyone.

Vision, Values and Aims	Learner Qualities	Visible Learning	HOTS Pace and Challenge
Brainology	Community Learning Sessions	Mindsets	Curriculum
Relationships	Passion Learning	Class and Multi age Communities	BounceBack
Health Wellbeing Webs	Restorative Community	Praise and Feedback	Self-Reflective Practise
Pupil Voice	Formative Assessment	Learning Intentions and Success Criteria	Peer and Self-Assessment
Letham Moderation Cycle	Summative Assessment	Quality Feedback	Digital Collation of assessment Data

By June 2024, 85% of learners at all stages will be meeting the expected standard for their stage in writing. This is a joint collaborative project with a cluster school. Moderating practice in the teaching of writing across both schools.

- Overall improvement in learning and teaching approaches within writing
- Increasing staff confidence
- Collaboratively evaluate progress through a level with colleagues from a cluster school
- Improved consistency in learning and teaching approaches in writing
- Higher quality writing produced at all levels leading to raised attainment in writing
- Families aware of and develop an understanding of the approaches we are using to teach writing and can support children

HEALTH CARE

You can contact your school health staff at: -

School Nurse –

Anne McLachlan

Whitehills Health and Community Care Centre
Station road
Forfar
DD8 3DY
tel: 01307 475274
Anne.Mclachlan@nhs.scot

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.

Child Protection Coordinator

If we think a child has come to harm as a consequence of possible abuse, we need to report it.

At least one member of staff in each school is responsible for child protection matters. They will have had special training in this area.

In our school the Child Protection Coordinator(s) are: K Frain, C Hudson and D Williamson

If you want to know more about child protection and the safety of children, contact the school. There is also information about child protection on the Angus Council website.

As a school we have good contacts with health professionals, social workers and the police. Any or all of them may offer support, or become involved, if concerns of abuse arise.

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