



Burnside Primary School School Handbook 2024 - 2025



Thomas Street, Carnoustie DD7 7JZ

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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 Name	Burnside Primary School
Address	Thomas Street, Carnoustie, Angus DD7 7JZ
Head Teacher	Mr Tony Jordan
Telephone	01241 465371
E-mail	Burnside@angusschools.org.uk
Website	Currently being updated
Class Stages	Primaries 1 - 7
Present Roll	327 (P1-7)
Nursery Class	32 places available

School Hours	<i>Morning Session (P1-P3)</i>	9.00 am – 12.15 pm
	<i>Morning Session (P4-P7)</i>	9.00 am – 12.30 pm
	<i>Morning Interval</i>	10.20 am – 10.40 am (P1-P3) 10.45 am – 11.05 am (P4- P7)
	<i>Lunch (P1—P2)</i>	12.15 pm – 1.15 pm
	<i>Lunch (P3—P7))</i>	12.30 pm – 1.30 pm
	<i>Afternoon Session (P1-P3)</i>	1.15 pm - 3.20 pm
	<i>Afternoon Session (P4-P7)</i>	1.30 pm - 3.20 pm
Nursery Hours		9.10 am – 3.10 pm (flexible drop off and collection)



VISITS OF PROSPECTIVE PARENTS

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

Parents seeking a place for their child are welcome to visit to discuss what the school has to offer. Parents of new intake pupils will be invited to an early meeting in June where they will have an opportunity to visit the child's classroom, to meet members of staff, and to see the working environment. Children who are attending Burnside Primary School Nursery Class and those who attend the local playgroups will be invited to visit their prospective classrooms during the working day, along with their Nursery Teacher / Playgroup Leader. Other children may visit their new classroom by arrangement. Soon after the commencement of the new session, a meeting of Primary 1 parents will be addressed by members of the Senior Leadership Team and our curriculum and resources will be introduced.

SCHOOL UNIFORM

All pupils currently wear school uniform and parents' support in maintaining high standards of neatness and cleanliness is greatly appreciated. School sweatshirts, polo shirts and ties of good quality and value can be ordered by the parent directly.

Girls

White Blouse/ White Polo Shirt
School Tie
Red Cardigan / Jumper / Sweatshirt
Black Skirt / Trousers
Socks or red tights
Red and white checked dress
Grey or black blazer
Black shoes / trainers

Boys

White Shirt/White Polo Shirt
School Tie
Red Jumper / Sweatshirt
Black Trousers
Black socks
Grey or black blazer
Black shoes / trainers



PE Kit

For physical education, pupils are asked to wear shorts, gym shoes and tee shirt or sports shirt. An outdoor gym / sports kit should also be supplied. This is for their safety and comfort. These should be in a named bag. We can supply school gym bags for £5. 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. You will receive a note at the beginning of each school year to let you know your child's gym days so that you can make sure they have the kit they will need.

There are 2 options for ordering school uniform:

1. Order via School Trends using their online service www.schooltrendsonline.com (this method will incur a charge per order and will be delivered to home address - ties not available by this method but school always keep a stock of ties £5 each). Nursery sweatshirts and t-shirts not available via this service.
2. Order via Tesco using their website www.myclothing.com



(goods are not as high quality however are substantially cheaper and the school will receive 5% commission back on all orders (10% during May) – again delivery would be to home address and is free for this service).

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

PARENTAL CONCERNS

Parents should contact the school immediately 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. Please contact your child's class teacher in the first instance, via the school office, or if you would prefer to discuss the issue with a member of the leadership team please contact the school regarding all school matters.

Nursery – P1 : Tony Jordan (Head Teacher)
P2 – P3 : Nicky Wilson (Principal Teacher)
P4 – P5 : Amy Scott (Acting Principal Teacher)
P6 – P7 : Simon Corrie (Acting Depute Head Teacher)

The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation to ensure all matters have been resolved satisfactorily. A Communications and Reporting Guide can be provided on request.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

In Burnside Primary we value the partnerships between home and school. Throughout the school there are many opportunities to be involved in your child's learning. These activities enhance the quality of the relationship between home and school, providing valuable opportunities for you to become involved in your child's learning and to tell us about your child's experiences and talents out of school.

Partnership activities include:

Home-School Learning and Homework

- ★ Clear instructions will be communicated to you via Seesaw about any homework tasks which have been set. Home readers will be regularly given and oral and written homework will vary according to the age and stage of your child.



Parent Appointments

- ★ You will be offered individual appointments to discuss your child's progress twice in an academic year. Parents can book appointments to suit using the Online System. Regular information will be shared via Seesaw about your child's progress and achievements. Phone calls and child's planning meetings will take place throughout the year if your child is being additionally supported with their learning.

My World

- ★ All pupils will be asked to complete a 'My World' sheet with the adults at home in Term 1. This will help staff to have a greater idea of your child's interests and will inform the end of session annual report for parents/carers.

Parent Council - Activities and Fundraising – Burnside Parent Group

- ★ A number of events are planned each year to allow the whole parent forum to participate in supporting school life via Parent Council events. Some of these events will encourage fundraising, others will be of a social nature, and smaller groups may be involved in school developments.

Seesaw

- ★ Seesaw is used weekly to share learning information between the class and home. Information will be provided at the beginning of each session.

Reporting: P1-P7

- ★ This is a continuous process throughout the session via Seesaw, with focused digital learning journals being sent home twice a year as well as an end of session report. Your comments and feedback will be welcomed.

Surveys and Evaluations

- ★ Thank you to all families who have returned surveys and evaluations in past sessions. It is our intention to continue this practice in order to help us improve our performance year on year and to influence our continuous self-evaluation process.

Improvement Developments

- ★ It is our intention to invite focus groups of parents, pupils and staff to work together on key improvement developments. Feedback will be provided following these activities.

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.

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<https://education.gov.scot/parentzone/>



Opportunities for Parental Involvement:

During the school day:

- Helping in the Nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Supporting learning, e.g. Precision Teaching

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 ECO Garden, cooking.

All parents are invited to attend Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10-minute interview and hear about their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning.

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 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 school aims, vision and values are represented by our school aims flower. The petals underpin our learning and the wellbeing of our pupils, staff and local community. The centre of the flower is interchangeable and reflects how we are building our learning community using our well known acronyms of GRIT (Get Really Into Trying), BOLT (Building Our Learning Community Together) and LALA (Learn Anytime Learn Anywhere) to name a few.



Our school aims, vision and values help to shape our pupils as young adults of the future to be responsible citizens, confident individuals, effective contributors and successful learners.

Supporting Learners - guidance on the identification, planning and provision of support – <https://education.gov.scot/scottish-education-system/Support%20for%20all>

Health and wellbeing guidance on healthy living for local authorities and schools - <http://www.scotland.gov.uk/Topics/Education/Schools/HLiv>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

SCHOOL AND COMMUNITY LINKS

Burnside is an integral part of the community of Carnoustie. 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 as well as in-house events which raise funds for our school community.

As a school we welcome and encourage all links with our local community and local businesses.

Information is regularly given to parents by Newsletter, flyer or text message, e-mail and via Seesaw.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

An integral part of the school's Learning and Wellbeing Policy involves the promotion of the school aims. Every adult and child in the school is expected to work hard to take opportunities to model the expected behaviours and learn from mistakes.

Our School Aims





Parents are informed and involved at an early stage if a child's behaviour is communicating concerns so that school and family can work together to resolve any issues and identify support for appropriate intervention – using a restorative approach.

Behaviour management 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 rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned and are underpinned by our school aims.

CELEBRATING ACHIEVEMENT

The School takes part in a wide variety of activities and tournaments each year.

Last session these included:

- Inter School Relay Competition School Sports Championship
- School Rosebowl Golf Competition
- P6 and P7 Contact Rugby
- Inter-School Rugby Festival
- Inter-School Netball Tournament
- Inter-School Football Tournament
- Inter-School Basketball Tournament
- Fun in Athletics Festival
- Club Festivals
- Inter-School Cross Country Race
- Rotary Quiz
- Burns Poetry Competition (P1- P7)
- Inter-School Girls Football Tournament
- Inter-School Golf Competition
- Leng Medal Scottish Singing Competition

Megan Jones, our Active Schools Co-Ordinator, helps to organise many of the above events along with school staff.

EXTRA-CURRICULAR ACTIVITIES

There is a vast array of extra-curricular activities available for your child to participate in, some of which vary on a termly basis and some which run through the whole school session. These include:

Dance Club

Football Training

Netball Training

Rugby Lunchtime Club

Code Club

Golf Club

The above opportunities will be shared with you as they take place or become available to attend. Notes will be sent home to you and forms should be completed and signed by a responsible adult in the family home and returned to school.



PUPIL COUNCIL

We are the Burnside Primary School Voice of the Pupils' Council. We were elected by our classmates and we are looking forward to being excellent role models in our school. We were very proud to be elected. We hold meetings fortnightly and we talk about how to make the school a better, safer place for us to learn and have fun. We have an Action Plan which will help us to do this.

Burnside Pupil Council Action Plan 2023/24 centres around The Rights of the Child and establishing Burnside as a Rights Respecting School.

This session the Pupil Council will be helping to develop a greater understanding of our School Aims by asking the question, "What does putting our School aims into practice look like, sound like and feel like and how can we help others"? as part of our School Improvement Planning for Health and Wellbeing.

We will be making "links in our learning" to the School Aims and the skills for the world of life, learning and work.

We will be talking as a "Learning Council" about what impacts on our learning in our classrooms to provide feedback to our teachers as well as promoting the skill of "communication" and how to build positive relationships. We are also developing a Sports Council and an ECO Council which will allow more pupils to get involved in matters which are important to us as a school.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups including ability, co-operative and social, as well as flexible and personalised/choice.

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.

Health and Wellbeing

Promoting the health and wellbeing of staff, pupils and parents is at the heart of all we do in Burnside 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.

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.

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. This session the pupils have been learning about diversity and appreciation of one another's differences.

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/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Building%20the%20Curriculum](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum)

Information about Curriculum for Excellence levels and how progress is assessed –

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

Curriculum for Excellence –

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

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 early years' curriculum. 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 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.

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 iPads and chromebooks.

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. It will be a focus of the school in 2023/24 to look at the relevance of topic work to ensure pupils have a greater understanding of their role in society. It is the aim of the school to build learning and teaching around contexts which pupils have a genuine interest in and which follow a pathway of sustainability.

THE PUPILS AND PARENTS 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 areas of specific focus. This will be shared with parents and parents will be invited to support learning at home.

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 via Seesaw or directly with their child's class teacher.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Seesaw is the main source of sharing information about classroom and school life, illustrating the work of the school. Additionally, Learning Festivals for parents, e.g. The World Book Day Learning Festival, is held annually and led predominately by the children. During this event the children will describe and share their first-hand experience of the curriculum in school.

More local information can be found through the link above and national information from the numerous sources listed at the back of the handbook.

Information about how the curriculum is structured and curriculum planning –

<https://education.gov.scot/parentzone/learning-in-scotland>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing <https://www.education.gov.scot/Documents/btc3.pdf>

Broad General Education in the Secondary School – A Guide for Parents and Carers –

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Information on the Senior Phase –

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond/Senior%20phase>

Information around the Scottish Government's 'Opportunities for All' programme –

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/16plus-data-hub/>



Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/career-management-skills/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning <http://www.skillsdevelopmentscotland.co.uk/>

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 up to 5 days a week (30 hours per week), over 38 weeks of the year (190 days). 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 Carnoustie High School (Shanwell Road, Carnoustie, telephone 01241 465300) and other Primary Schools within the Angus area. Our teachers and our pupils visit Carnoustie High School 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.

Pupils normally transfer to secondary school in August following completion of their P7 year. You will be contacted by letter and offered a place at the secondary school serving your home address which you may either accept or decline.

Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the children will spend three days at their chosen secondary school.

We plan for other transition activities throughout the session including sporting events, outdoor education experiences and health workshops. Enhanced transition arrangements will be made as required and Review Meetings will be arranged for pupils requiring additional support prior to transferring to secondary school.



Information for parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority can be found on the Angus Council website at:

http://www.angus.gov.uk/info/20267/starting_nursery_and_school/290/making_a_placing_request

Placing Request forms are available from the Head Teacher, the People Directorate, Angus House, Orchardbank Business Park, Forfar DD8 1AE, Tel: 03452 777 778 or can be downloaded from the link *above*.

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

<https://education.gov.scot/parentzone/additional-support/how%20schools%20plan%20support/Planning%20for%20transitions>

Developing creativity, employability and skills <https://education.gov.scot/what-we-do/Developing%20employability%20and%20skills>

Choices and changes provides information about choices made *at various stages of learning*

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/Experiences%20and%20outcomes>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils *with additional support needs*

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>



SCHOOL IMPROVEMENT (School Specific)

MAIN ACHIEVEMENTS

All staff are dedicated to providing learning and wellbeing experiences which ensure the best possible outcomes for all our learners.

Staff continue to be passionate about getting it right for every child and socio, economic and cultural data to inform planning and practice. A daily focus on the school aims in all classes, from Nursery to P7, ensures learners are supported to understand the vision, values and aims of the school through the four contexts for learning.

The use of Seesaw across the whole school allows communication between parents/carers and class teachers has established relationships of trust and shared responsibility with families in the school community.

IMPROVING STANDARDS

The Assessment First approach, used to establish prior knowledge and next steps in Literacy, Numeracy and Health and Wellbeing informs how we can improve the outcomes for our pupils and determines where changes need to be made for pedagogy, curriculum and pupil support. This has resulted in increasing staff confidence in creating a curriculum which motivates learning, raises attainment and promotes achievement across the school.

SCHOOL IMPROVEMENT PLAN

At present the main driver in our School Improvement Plan is to raise attainment through the teaching of skills and knowledge in Literacy as the gateway to all learning with a focus on Writing. This is being developed as a cluster school approach.

The main driver of our School Improvement Planning for Health and Wellbeing will focus on Resilience and supporting our learning community with the strategies to improve their wellbeing.

The Standards and Quality Report is updated in June and can be supplied on request.



HEALTH CARE

You can contact your school health staff at: -

School Doctor

Community Child Health Central Office
New Road
FORFAR
Tel: 01307 466281

School Nurse

Carron Forbes / Carol Paterson
Abbey Health Centre
ARBROATH
Tel: 01241 430303

SPSAs attend to first-aid and we have regular visits from the School Nurse and Dentist. Please write to us if your child has a specific medical condition. The School Health Team, working in partnership with parents and teacher, carries out assessments to attain 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.

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 assistance 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: Tony Jordan (Head Teacher) and Simon Corrie (Depute Head Teacher)

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.

INFORMATION

Please do not hesitate to contact the school if you need further information not supplied in the school handbook.

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