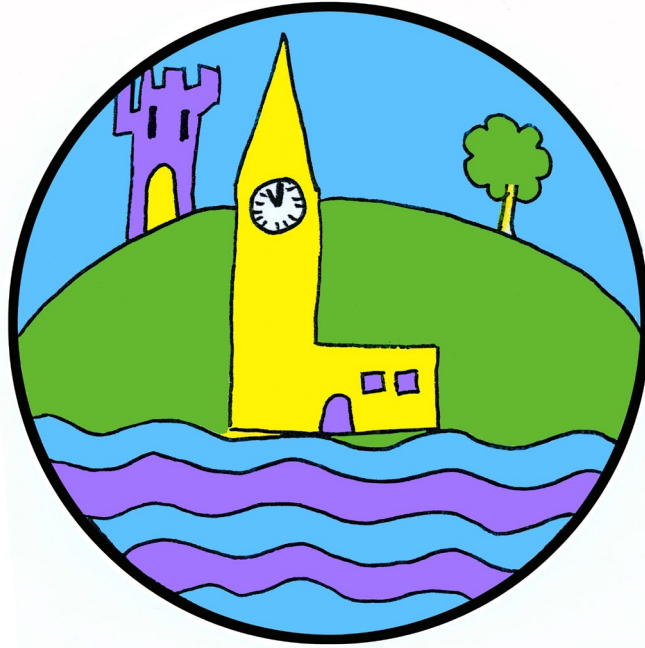


# Langlands Primary School

## Handbook 2023-2024



|                         |  |
|-------------------------|--|
| <b>Address</b>          | Glamis Road, Forfar, DD8 1DH   |
| <b>Telephone Number</b> | 01307 494262   |
| <b>Website</b>          | <a href="http://www.langlands.angus.sch.uk">www.langlands.angus.sch.uk</a>       |
| <b>Email Address</b>    | <a href="mailto:langlands@angusschools.org.uk">langlands@angusschools.org.uk</a> |

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

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## CONTACT DETAILS

|                             |   |   |
|-----------------------------|---|---|
| <b>School Name:</b>         | Langlands Primary School  |   |
| <b>Address:</b>             | Glamis Road, Forfar, DD8 1JY  |   |
| <b>Telephone Number:</b>    | 01307 494262  |   |
| <b>Website:</b>             | <a href="https://blogs.glowscotland.org.uk/an/langlandsprimaryschool/">https://blogs.glowscotland.org.uk/an/langlandsprimaryschool/</a> |   |
| <b>Twitter:</b>             | @LanglandsPS  |   |
| <b>Email Address:</b>       | <a href="mailto:Langlands@angusschools.org.uk">Langlands@angusschools.org.uk</a>  |   |
| <b>Head Teacher's name:</b> | Mrs J. Mclean   |   |
| <b>Class Stages:</b>        | Nursery   | Primaries 1 - 7                             |
| <b>Present Roll:</b>        | Nursery   | 33  |
|                             | P1-7  | 391   |
| <b>Parent Council:</b>      | Chairperson: Mrs Lizzy Baxter   |   |
| <b>School Hours:</b>        |   |   |
| Nursery                     | 8.45am – 2.45pm   |   |
| Morning session             | P1 – 2  | 9.00am – 12.20pm (interval 10.30 – 10.50am) |
|                             | P3 – 7  | 9.00am – 12.30pm (interval 10.30 – 10.50am) |
| Afternoon session           | P1 – 7  | 1.30pm – 3.20pm                             |



## Langlands Staff Team

**Head Teacher:** Mrs J. Mclean

**Depute Head Teacher:** Mrs L. Allardice

**Principal Teachers:** Mrs J. Carlin  
Mrs M. Kelly

**Principal Teacher Inclusion:** Mrs C. Allan

**Teachers:**

|                              |                             |
|------------------------------|-----------------------------|
| Miss K. Coulthard            | Mrs L. Mordente             |
| Mrs H. Danielson             | Miss C. Clark               |
| Mrs C. Cregan                | Mrs L. Brown                |
| Miss E. Rice                 | Mrs N. Suttie (Part-Time)   |
| Mrs L. Black                 | Mrs A. Adamson              |
| Miss K. Armstrong            | Mrs A. Ferrie               |
| Mrs M. Thomson               | Mrs N. McMaster             |
| Mrs K. Kay (Part-Time)       | Mrs L. Paterson (Part-Time) |
| Mrs J. Henderson (Part-Time) |                             |

**Additional Support Needs Teachers:**

|                             |                             |
|-----------------------------|-----------------------------|
| Miss C. Donnachie           | Mrs F. Douglas (Part-Time)  |
| Mrs F. Liggat               | Mrs K. Ferguson (Part-Time) |
| Miss C. Thomson (Part-Time) | Miss E. Duffy               |

**Senior Clerical Officer:** Mrs L. Hutchison

Mrs A. Jones (Part-Time)

**Senior Early Years Practitioner:** Mrs K. Cruickshank

**Early Years Practitioners (Nursery):**

Mrs L. Watson (Part-Time)  
Mrs A. Findlay (Part-Time)  
Mrs L. Aiken (Part-Time)  
Mrs K. Skinner  
Miss J. Ewen  
Miss J. Morrison  
Miss R. Rioch (part time)  
Mrs C. Cortese (SEYP)

**Early Years Practitioners (Primary 1):** Miss L. Wilson

**Early Years Assistant (Nursery):**

Miss L. Millar  
Miss T. Henderson  
Mrs L. Gourlay (part time)

**School and Pupil Support Assistants:**

Mrs I. Craske  
Mrs S. Robertson  
Ms K. Auld  
Miss S. Morrison  
Mrs T. Morrison  
Mrs P. Dalgarno (Part-Time)  
Mrs T. Davison  
Mrs A. Cameron  
Mrs P. Dempster

Mrs N. Cattanach  
Mrs C. Rodriguez  
Mrs C. Tavendale  
Mrs M. Woods  
Miss S. Doig  
Mrs G. Colquhon  
Mrs M. Szymaszek  
Mrs P. Nicoll  
Mrs A. Jefferson

**Instrumental Instructors:**

**Violin:** Mrs P. Grant

**School Chaplain:**

Rev. Maggie Hunt

**Janitors:**

Mrs J. Duncan  
Mr A. Bertruam  
(employed by Robertson Facilities Management)



## 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

We encourage pupils to wear school uniform as we feel it has a positive impact on school ethos and pupil behaviour. From time to time pupils will be asked to wear casual, fancy dress or sports clothes for fun, charity or sporting activities.

The school sweatshirts are purple with the school badge which was designed by a former pupil for the new school. School trousers are black or grey and shirts or polo shirts are white. The school tie is striped in black, yellow and purple. The uniform can be bought from Take a Hike in Forfar.



**Any** clothing brought to school should be named or marked in some way, as it can be difficult for children to distinguish their own clothing from others. Lost property is kept in school for a month in a specified area for pupils and parents/carers to check. Any valuables found e.g. watches & jewellery are held in the school office. Children should check immediately if they have lost any clothing or other property. You can help by encouraging your child to be responsible for looking after their belongings.

### PE Kit

Pupils have PE sessions every week and should attend school in their gym kit on the day they have P.E. This should consist of joggers, a t-shirt, a school jumper and trainers.

## PARENTAL CONCERNS

We encourage all parents/carers to contact the school immediately if they have a cause for concern or complaint. It is our wish to deal with all matters as early as possible to prevent 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 contact:

- Mrs Allardice - Nursery to P1
- Mrs Kelly - P2-P4

- Mrs Carlin - P5-P7
- Mrs Allan – The Hub

If it is more convenient the matter can be discussed by telephone. The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call approximately one week later to ensure all matters have been resolved satisfactorily.

## THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

## PARENTAL INVOLVEMENT

### BECOMING INVOLVED IN SCHOOL

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication. Opportunities for parents/carers to become involved include:

- Open mornings/afternoons
- Volunteers to help with activities e.g. swimming, paired reading
- Making resources
- Assisting with clubs
- Fundraising events
- Trips e.g. sporting events, educational visits
- Extra-curricular activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Parent Partnership groups
- Road safety – Cycle Training



**If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with a member of the school leadership team.**

All parents/carers are invited to attend two Parents' Evenings during the year, generally in November and March. At our November meeting, parents/carers 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/carers to hear how they can best support their child's learning. In March, parents are invited in for Learner-Led Conversations. This is where the pupils will talk to their parents/carers about their progress and next steps in their learning whilst the teachers are also present.

Parents/carers are also encouraged to support, as appropriate, the completion of homework tasks as advised by the school. Learning across a variety of curricular areas is shared via Class Dojo. Class teachers share pictures and videos of learning through a whole class account and also on their own private Class Dojo Portfolio which only the child's parents/carers can view and comment on. We encourage parents/carers to discuss their child's learning at home.

Parents/carers of children in the nursery class are given several planned opportunities over the session to discuss their child's progress and development. Information about children's learning activities can also be found on the nursery display board and in regular newsletters.

The parents/carers of pupils requiring extra support, who have their education delivered through an Individual Education Plan (IEP), are offered meetings with teaching staff to agree suitable learning targets.

## PARENT COUNCIL

We also have a very active Parent Council which:

- Represents the views of all parents/carers
- Encourages links between the school, parents/carers, pupils, pre-school groups and the wider community
- Helps to raise funds through social events for children and families
- Supports the school in its work with pupils
- Plays a role in the appointment of head teachers and depute head teachers



Recent fundraising events have included sponsored walks, discos, raffles, and our 'Big Day Out'. Donations from our Parent Council have supported a wide range of school activities including school trips, playground equipment, sports strips and Christmas gifts.

Our current Chairperson is Mrs Lizzy Baxter. If you wish to contact her, this can be arranged through the school office or the Langlands Primary School Parent Council Facebook page. New members are always welcome to the regular meetings.

## SCHOOL ETHOS

At Langlands Primary School we are committed to supporting all children to 'SHINE'. We want our learners to be successful, happy, included, nurtured and encouraged.





We believe in a partnership where home and school work together for the benefit of each child. Through our Langlands Primary School values we strive to provide a safe, kind, respectful and honest environment. The staff at Langlands take pride in promoting and providing a positive ethos where pupils' good behaviour and achievements are recognised and rewarded. Staff, parents and pupils worked together to create our Langlands School Values. Our values were identified as vital in creating the best learning experience possible for our pupils.

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/carers and will take account of the individual needs of pupils and the views of parents/carers.

We welcome and encourage diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others and compassion and justice. All who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement council policy on equal opportunities and racial equality. All pupils have access to the full range of educational experiences available within the resources of the school. We are committed to eliminating discrimination on the grounds of race, religion, gender or disability.

As a specifically resourced school, Langlands welcomes pupils with a range of complex learning needs including autism. Staff are committed to the inclusion of all pupils in quality learning opportunities within the school and out in the local community.

## **Positive Relationship Policy**



We believe that children's wellbeing is at the heart of being able to get it right for every child (GIRFEC). At Langlands Primary School, we believe that a positive ethos where children feel safe, encouraged and supported is key to success. We strive for all our children to feel respected and cared for and encourage them to treat each other in this way. To build this ethos we have developed our Positive Relationships Policy.

We will promote our Positive Relationships Policy by:

- Promoting our values, expectations and understanding of children's rights. Our values will be discussed to support learning and wellbeing. Children's Rights provide a framework for discussions about school values
- Through curricular learning with a health and wellbeing focus, positive relationships will be discussed. The Zones of Regulation is used in every class to support children to talk about their emotions and build their understanding of self-regulation
- Promoting a Growth Mindset to support young people to be confident and resilient. Growth Mindset in school not only helps children achieve the best they can but also improves their general wellbeing and relationships
- Through our House System which promotes a sense of responsibility and shared purpose. Tokens are handed out to children by staff

## SCHOOL AND COMMUNITY LINKS

Langlands School is an integral part of the community in Forfar. 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 organised by the church, library, Rotary Club, Community Council, Lochside Connections, Meffan Museum and Art Gallery and local supermarkets including Tesco and Asda. Some of our pupil groups visit residential care homes to entertain the residents and many pupils also participate in a wide range of sporting and cultural events throughout the school year. We continue to work closely with Alba Explorers on further developing our outdoor area and enhancing the outdoor learning experience for pupils.



The Community Police Officers and Fire Officers work with pupils in the areas of personal safety, drugs education and fire safety. Pupils with additional support needs have opportunities to visit the park, cafes, supermarkets, and swimming pool to develop their life skills and independence as part of the curriculum.

Senior pupils from Forfar Academy visit the school to work with pupils in class and to support sport sessions, sports' days and trips outside school.

## POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Children are required to be respectful to others in school including fellow pupils, to display good manners and to ensure that work and behaviour are such as to allow the teacher time to work with all children. We believe that everyone has the right to be safe and happy within Langlands Primary School.

Research carried out by and for the Scottish Government indicates that Restorative Approaches help schools to create peaceful learning environments in which children are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

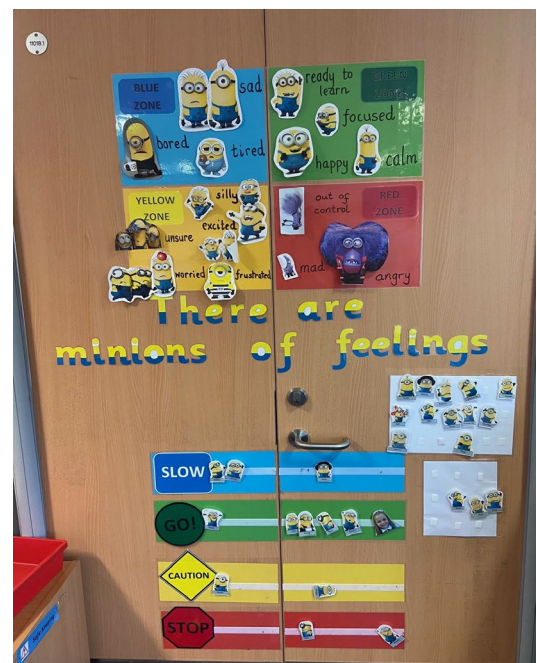
Langlands Primary School uses Restorative Approaches to improve relationships and to promote positive behaviour. We encourage individuals to take responsibility for their actions and, when an action has caused harm, for those involved to have a responsibility to put things right. As a restorative school we place emphasis on making things better and moving forward rather than the traditional approaches to discipline such as blame and punishment.

On occasion we may draw your attention to a problem concerning your child's behaviour in school in order that we can work together to improve the matter.

Some class teachers use various reward systems within their classroom to promote and recognise pupils who demonstrate the Langlands' values. Class Dojo is also used as an electronic means of communication between home and school and points are sometimes awarded to pupils on the Class Dojo for positive behaviour, effort and attitude.

P7 pupils are given the opportunity to act as 'Playground Buddies' to support the younger pupils in the playground and during breaks.

## The Zones of Regulation



The Zones of Regulation is an intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in. They will also understand that it is fine to be in any of the zones.

- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit')

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

## CELEBRATING ACHIEVEMENT

Children work hardest when they know their work and effort will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker. Teachers also use group and individual points in class to promote and reward achievement and effort. Pupil of the Week certificates are awarded at assemblies. The whole school celebrates achievement at regular school assemblies. Pupils have their names displayed on the 'Shining Stars' display board outside the school dining area.



Those who consistently demonstrate and follow the Langlands School Values are rewarded as our 'Consistent Contributors' where they attend an afternoon out of class at Station Park. Parents/carers are also encouraged to share wider achievements on their child's online portfolio.

Pupils are allocated to one of four houses, Glamis, Guthrie, Cortachy or Airlie. House Points are also awarded to pupils who get Pupil of the Week certificates.



## EXTRA-CURRICULAR ACTIVITIES

There is a range of extra-curricular activities available for your child/ren to participate in at different times of the school year. These include:

- Gymnastics
- Mini-sports
- Basketball
- Football
- Netball
- Sewing Club
- Code Club
- Young Leaders Club



If pupils are interested in joining a club, they will receive a permission slip to take home.

## PUPIL PARLIAMENT

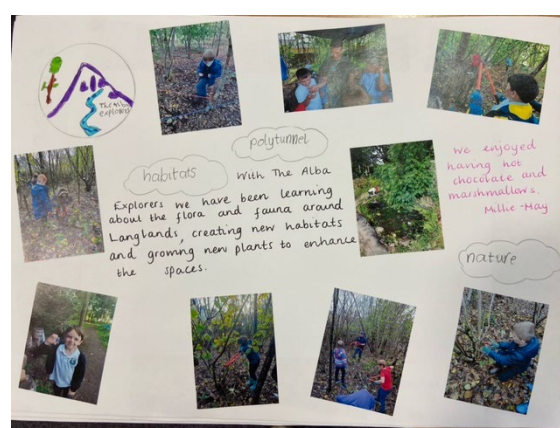
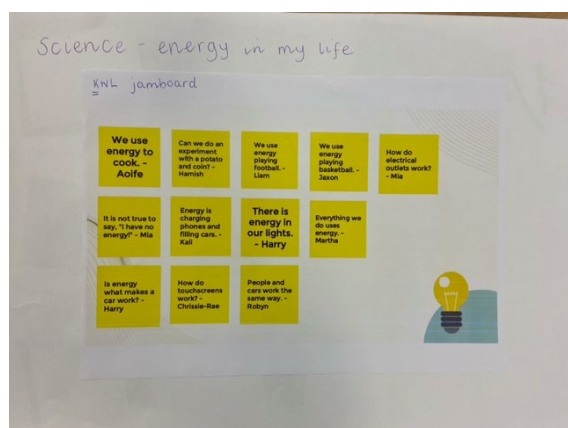
There is an active Pupil Parliament at Langlands Primary School including representatives from P2-7 classes. The Pupil Parliament members are elected by their class peers and they hold office for the duration of one year.

We want Langlands Primary to become a better place for all. The role of the Pupil Parliament is to teach children about their rights and help them understand that they have responsibilities too. We received our bronze Rights Respecting School Award in June 2023 and hope to have silver recognition by August 2024.

## LEARNING OPPORTUNITIES

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

Teachers will share information about your child's learning and progress through newsletters, class information sheets and pupil reports. Teachers update pupils' online portfolios which are shared with parents each term. Parents are also encouraged to discuss these with their child and add comments. Open mornings/afternoons are organised to allow you to see the work your child has been involved in. You will also have the opportunity to comment on the school during these open mornings/afternoons and through parent surveys which are sent out for various reasons throughout the year.



## THE PUPILS AND PARENTS VOICE

In addition to the Pupil Parliament, the Pupil Leadership Group work with the Head Teacher to develop School Improvement. There is also a Sports Committee, who develop Sport and PE within Langlands, and Digital Leaders who are working towards achieving our Digital Schools Award. Pupils in Primary 7 also have the opportunity to apply to be House Captains and Vice Captains as well as pupils in P3 applying to become Junior House Captains. Senior pupils are encouraged to support younger children in the school and playground.

# What Do Our Pupils Think Of Our School?

The teachers help us. – P3 pupil

I like lunchtime and playing with friends. – P3 pupil

I like the clubs because they are fun and there are lots of different sports you can try. – P6 pupil

I love outdoor learning. My favourite thing about Langlands is spending time in the garden. – P7 pupil

There are always people with smiles on their faces in our school. There is nothing I would change at Langlands. – P4 pupil

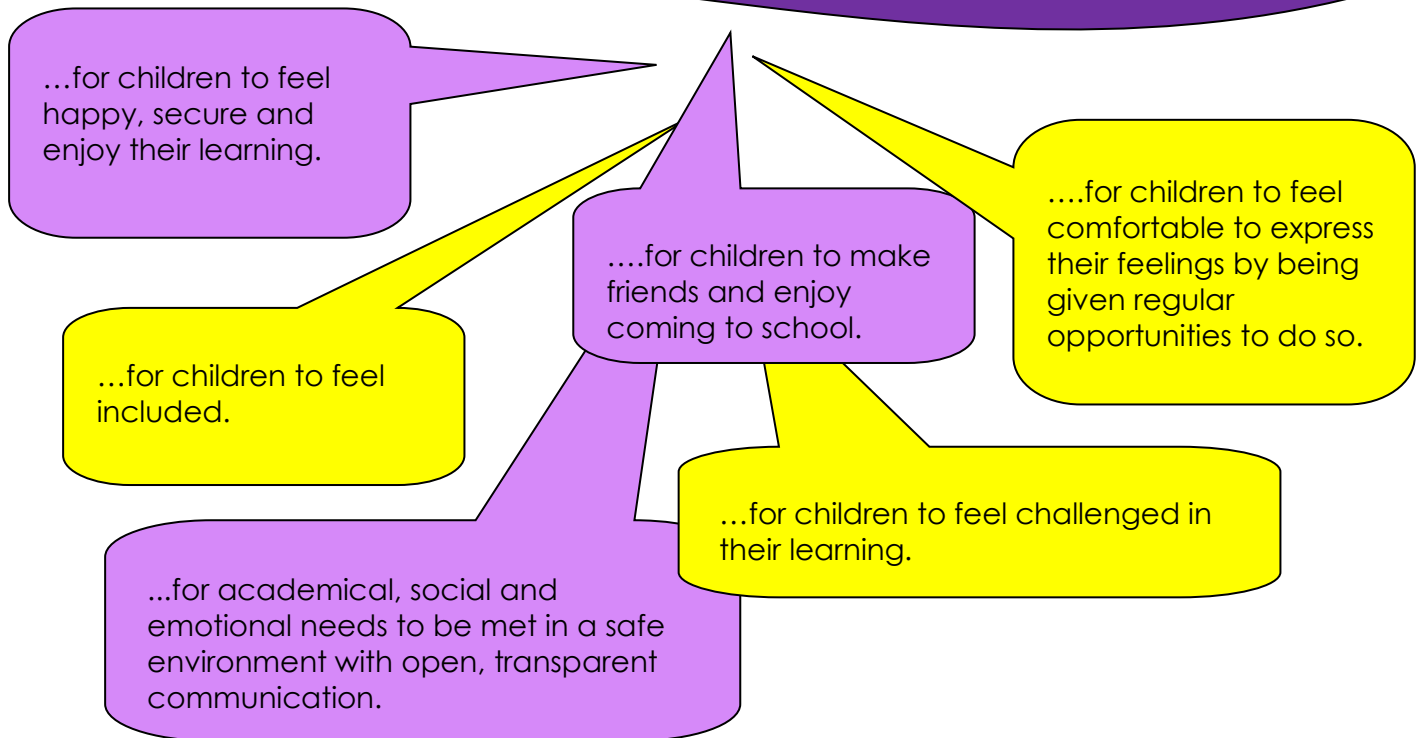


I like that the School & Pupil Support Assistants help us when we are hurt or upset. – P3 pupil

I love learning in lessons. Read Write Inc helps me with my reading. – P2 pupil

I like the Pupil Leadership Group because we get to try to sort things out and make things better. – P7 pupil

# What do our parents/carers want from our school?



## THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

### The Curriculum for Excellence

The curriculum aims for all children to become:

**SUCCESSFUL  
LEARNERS**

**CONFIDENT  
INDIVIDUALS**

**RESPONSIBLE  
CITIZENS**

**EFFECTIVE  
CONTRIBUTORS**

Teachers will share information about your child's learning and progress through online portfolios, newsletters, class information sheets and pupil reports. Open afternoons and curricular evenings are organised to allow you to see the work your child has been involved in.

The school website, Twitter site and Dojo are also sources of information, illustrating the work of all classes across the school.

More local information can be found out from the school or local council and there are links to national information at [www.angus.gov.uk/linksforparents](http://www.angus.gov.uk/linksforparents).





## 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 5 days a week, over 41 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](http://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. A programme of activities is arranged to ensure a smooth transition from primary to secondary. 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. Forfar Academy may be contacted by telephoning 01307 492200 or via email ([forfaracademy@angusschools.org.uk](mailto:forfaracademy@angusschools.org.uk)).

It should be noted that opportunities for enhanced transition is available for children as required. Should you feel your child may benefit from enhanced transition, please speak to a member of the school leadership team.

## SCHOOL IMPROVEMENT

### MAIN ACHIEVEMENTS

- The whole school community were consulted on the refresh of the school's vision, values and aims to ensure we all have a shared purpose.
- Zones of Regulation has been introduced as a whole school approach to support emotional regulation and build resilience.
- Our Pupil Leadership Team have worked hard to take forward aspects of our school improvement plan, including the creation of our Positive Relationships Policy which was launched in August 2023.
- Staff have implemented the Inclusive Classroom Scale from the CIRCLE framework to support inclusion.

- There is a consistent language of learning across the school. Children have become more confident talking about their learning and next steps using Success Criteria and Rubrics.

**Success Criteria Checklist**  
L1 - to describe.

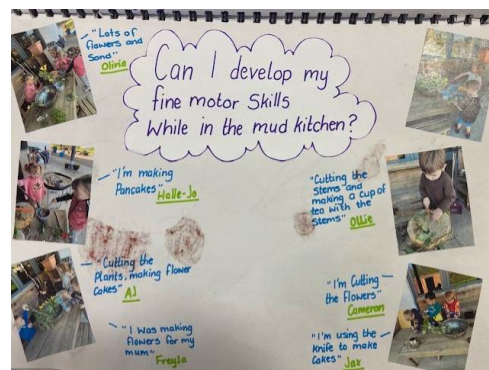
| Success Criteria  | Teacher Assessment |              |             |
|---|--------------------|--------------|-------------|
|   | You have           | You've tried | You need to |
| I can write at least two sentences.                     |                    |              |             |
| I can use a capital letter at the start of my sentence. |                    |              |             |
| I can use a full stop at the end of my sentence.        |                    |              |             |
| I can use Fred Fingers to help with my spelling.        |                    |              |             |
| I can form my letters correctly.                        |                    |              |             |

| Bronze  | Silver  | Gold  |
|---|---|---|
| I can split my writing into paragraphs.   | I can split my writing into five paragraphs to separate my ideas.   | I can split my writing into five paragraphs making sure that one of them is an introduction and one is a conclusion.  |
| I can include an introduction.  | I can state some of my main points in my introduction.  | I can briefly state my three main points in my introduction.  |
| I can open my paragraphs in a couple of different ways.   | I can use a variety of openers for my paragraphs.   | I can open my paragraphs using words such as 'firstly', 'secondly', 'in conclusion' etc.  |
| I can add some information to support my main arguments.  | I can add persuasive information to support my main arguments.  | I can add persuasive information to support my main arguments.  |
| I can finish my writing with a conclusion.  | I can finish my writing with a conclusion that refers to my main arguments.   | I can finish my writing with a conclusion which sums up my main arguments.  |
| I can use a few modal verbs e.g. may, might, could, would   | I can use some modal verbs e.g. will, should, can, need to  | I can use a variety of modal verbs such as must, shall, ought to  |
| I can attempt to use a rhetorical question.   | I can use a rhetorical question appropriately.  | I can use a rhetorical question to support my writing.  |
| I can confidently apply knowledge of common patterns and rules and strategies when spelling unknown words.                  | I can apply knowledge of spelling patterns, rules and strategies to spell most words correctly.   | I can use a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.                                    |
| I can confidently use a range of punctuation such as commas and apostrophes for possession, and direct speech for dialogue. | I can use a range of punctuation (capital letters, full stops, commas, speech marks, exclamation marks, question marks and/or apostrophes, brackets). Punctuation is mainly accurate. | I can punctuate and structure different types of sentences with sufficient accuracy and arrange these to make meaning clear.                                  |
| I can proof read my own work to ensure that it makes sense and can use a variety of strategies to edit it.                  | I can review and edit my writing to ensure it makes sense, is technically accurate and meets its purpose.   | I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.   |
| I can use fluent and legible handwriting.   | I can make appropriate choices about layout and presentation.   | I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. |

- Teaching staff created learning statements for reading and writing to show progression across the different stages.
- Teaching staff have engaged in moderation activities to increase shared expectations and standards across the school.
- Aberlour Wellbeing Service have delivered StressLESS sessions, in partnership with the Mental Health Foundation, to children in Primary 3, 4, 5 and 6.
- The Pupil Council are leading the school on our journey to become a Rights Respecting School.
- The senior leadership team work well together to promote effective teamwork amongst staff and to provide support and challenge in taking the school forward. A three-year strategic plan is in place to guide school development. Self-evaluation is used regularly and effectively to review and improve the work of the school.

## IMPROVING STANDARDS

- Teacher leadership is promoted with a minority of teaching staff leading aspects of practice across the school, including health and wellbeing, literacy, numeracy, STEM, digital and outdoor learning/nurture. Senior leaders aim to build leadership capacity next session through working groups supporting improvement.
- Early Years staff have embedded the play pedagogy approach and have reported the positive impact that it has had on all children with regards to their readiness to learn, their engagement, motivation, social interaction and attainment.



- Almost all teachers have a very strong focus on improving learning and teaching. SLT and most teaching staff engaged in professional learning on data literacy. This has increased teachers' knowledge and understanding of shared standards, strategies for raising attainment and their role in owning their data within their class.
- The Angus Standards, curriculum pathways and Curriculum for Excellence benchmarks are used during professional dialogues and attainment meetings to identify pupils who are on target to become secure at the end of a level.
- Pupil data is collected regularly and discussed in depth during these meetings. Promoted staff carry out learning visits to classes to monitor the quality of learning and teaching.
- Standardised assessments and teacher judgement are used to facilitate professional discussions about pupil attainment with staff in order to identify learners who require targeted support.
- Pupils take part in regular learning discussions with their teachers. Pupil focus groups have been set up to allow pupils to discuss their learning with promoted staff.

## **SCHOOL IMPROVEMENT PLAN**

Priorities for inclusion in our 2023/2024 School Improvement Plan include:

- Introduce class 'Sharing our Learning' events.
- A consistent approach to writing to be established for whole school. P1-P7 teachers to complete Steven Graham, Explicitly Teaching Writing training.
- Digital Working group to introduce Digital Leaders and work towards the Digital School's Award.
- Outdoor working group to create a skills progression for all stages.
- Hot and cold tasks to be used for every type of writing to allow pupils to reflect on their progress.
- Teachers use effective feedback and marking strategies to ensure high quality and timely feedback.
- ASN Working group to review planning and tracking processes to build consistency and improve outcomes for learners.
- Staff, children and families will know about and understand the UNCRC.
- Children use a range of strategies to self-regulate.
- RRS Working group to work towards silver RRS award with the Pupil Parliament.
- Health and Wellbeing Working group to create a whole school community mental health strategy.

Further priorities identified for the next three years include:

- Refresh our curriculum to ensure children experience a coherent and progressive curriculum where they develop knowledge and skills for the future.
- Data is used effectively by teachers to measure and evaluate the impact.
- The culture and ethos of our school promotes collaborative practice and partnerships, including local businesses.

## **HEALTH CARE**

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



Whitehills Health and Community Care Centre  
Station Road  
Forfar DD8 3DY

The school nurse for Langlands Primary School is: Ann McLaughlin

## **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.

## **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](http://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](http://angus.gov.uk/linksforparents)