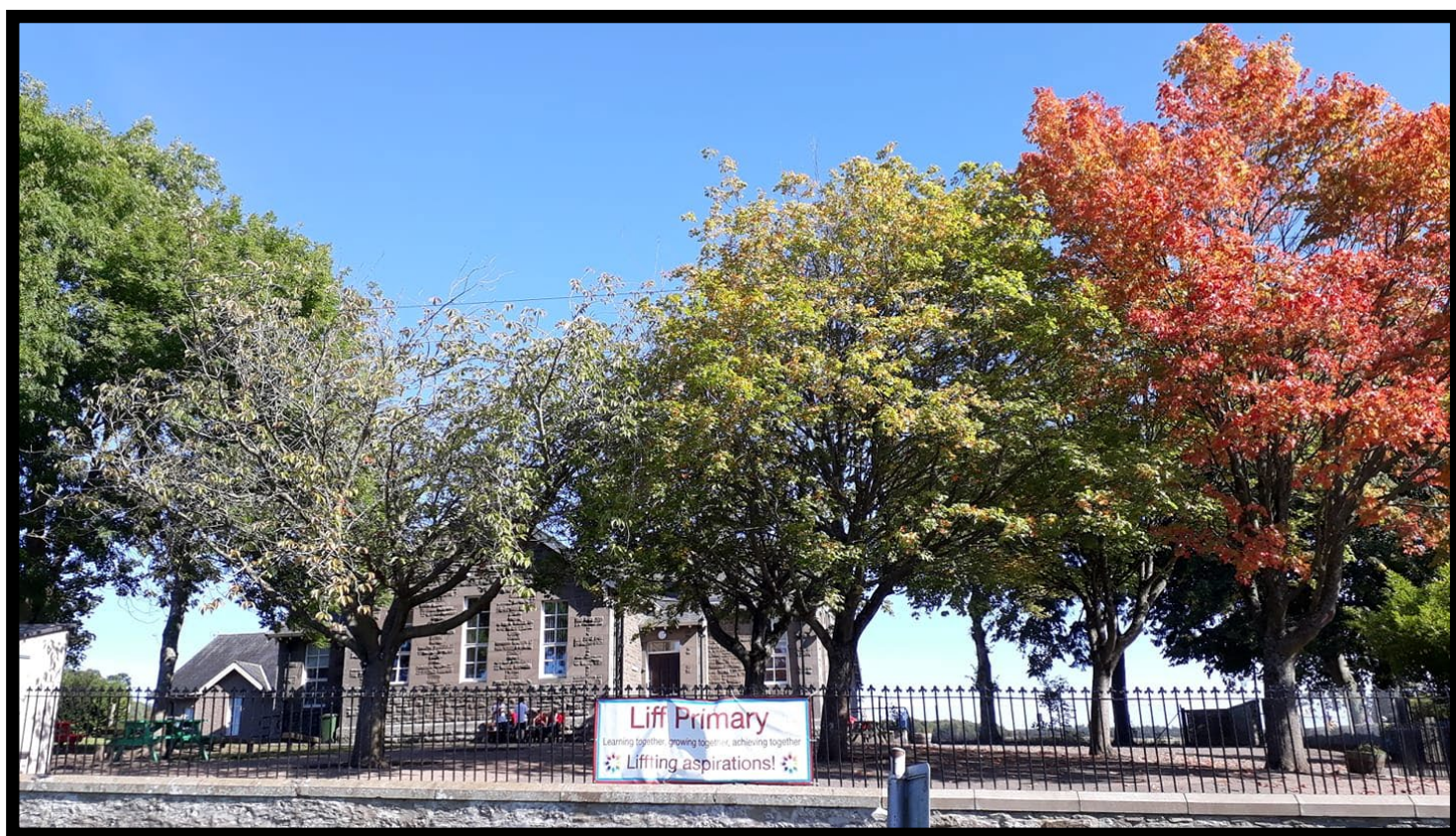


# **Liff Primary School Handbook**

## **2024/2025**



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

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## CONTACT DETAILS

<b>School Name</b>	<b>Liff Primary School and Nursery</b>
<b>Address</b>	<b>Liff, Angus, DD2 5NJ</b>
<b>Telephone Number</b>	<b>01382 768109</b>
<b>Website</b>	<b>Currently under construction</b>
<b>Email Address</b>	<b>LiffGroupcall@angusschools.org.uk</b>
<b>Head Teacher's name</b>	<b>Katie Milne</b>
<b>Class Stages</b>	<b>Nursery, P1/2, P2/3, P3/4/5, P5/6 and P7</b>
<b>Present Roll</b>	<b>115 children and 16 in the nursery</b>

### **School times;**

- **Starts: 9am**
- **Morning Interval: 10.30am – 10.50am**
- **P4 – 7 Lunch: 12.20pm – 1.20pm**
- **P1 – 3 Lunch: 12.30pm – 1.30pm**
- **School finishes: 3.20pm**

### **Nursery**

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 nursery class offers sessions between 8.45am and 2.45pm, 5 days a week, during term time. 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).

## Organisation of the School and Nursery

**Main Entrance**

**Library**

**Mrs Katie Milne  
Headteacher**

**Miss Kay Robertson  
P3/4/5  
(22)**

**Mrs Moira  
McCreadie and  
Mrs Rachel Jordan  
Senior Clerical  
Officers**

**Mrs Claire Wightman  
Mrs Laura O'Rourke  
(Acting PT)  
P2/3 (22)**



**Mrs Claire Darroch  
Mrs Gilly Conaghan  
P7 (23)**

**Mrs Helen  
Appleyard and Mrs  
Elizabeth Ancell  
P5/6 (23)**



**Miss Karen Clarkson, EYP  
Miss Laura Young, EYA  
Mrs Jennifer Lawrence,  
SEYP  
Miss Ellie McGurk, EYP  
Mrs Claire Gilmartin, EYP  
Miss Milly Wiseman,  
Modern Apprentice**

**Gym and  
Dinner Hall,  
Bev Morton and  
Coral  
Naughton  
Catering staff**

**Mrs Gillian Dailly  
Mrs Donna Abbott  
P1/2 (24)**

**Miss Karen Harper (Strings)  
Jo Whaite (Active Schools)**

**Mrs Gaynor Mollison SPSA  
Mrs Barbara Donaldson  
Mrs Abi Snee, SPSA  
Mrs Sarah Fitzpatrick, SPSA  
Miss Jenny Ford, Cleaner  
Ms Alison McGurk  
Neil Birmingham Janitor**





## VISITS OF PROSPECTIVE PARENTS/CARERS

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

Parents, carers and children considering enrolling at Liff are welcome to visit the school at any time, and should contact the Head Teacher through the school office. A visit will be arranged to see around the school, meet staff and visit classes, providing a valuable opportunity to share information in both directions.

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

**Red** sweatshirt, jumper or cardigan – *no brand logo sweatshirts*

**Grey** skirt, pinafore, trousers, leggings or shorts

Red gingham school summer dress or tartan pinafore - *optional*

Red polo shirt, white blouse or white shirt & tie – *tie not compulsory*

**Black** school shoes, trainers or boots

School fleece and waterproof fleece jackets are available online but not compulsory

Liff school uniform (with logo) can be ordered online from School Trends, but is not compulsory:

[www.schooltrendsonline.com/schools/LiffPrimarySchoolDD25NJ](http://www.schooltrendsonline.com/schools/LiffPrimarySchoolDD25NJ)

Jewellery should not be worn to school, with the exception of stud earrings. *Please note earrings must be removed for PE. Surgical tape may be used where children are not able to remove their own earrings.*

### **PE kit**

Teachers will inform you about the days your child should come in clothes suitable for taking part in PE.

PE kit consists of;

black shorts/joggies

white/red t-shirt

socks

gym shoes or indoor trainers

***Please ensure that all clothing is clearly labelled with your child's name, to help us save time and reduce the volume of lost property.***

## **PARENTAL/CARER CONCERNS**

We strongly encourage parents/carers to contact the school as soon as they have any cause for concern about any aspect of their child's learning or school life. We actively promote an open door policy, and recognise the high value of working in partnership with our parents/carers. We would prefer to deal with parental/carer concerns as early as possible to prevent them from growing into significant issues. Parents/carers are welcome to contact the school to make an appointment or arrange to speak with their child's class teacher, or to discuss any issue with Mrs Katie Milne (HT).

We will listen to your concern and work together with you to agree a way forward. A further telephone call or meeting will be arranged to follow up the initial conversation and ensure matters have been resolved satisfactorily.

## **THE COMPLAINTS PROCEDURE**

[Angus Council complaints procedure](#)

## **PARENTAL/CARER INVOLVEMENT**

### **BECOMING INVOLVED IN SCHOOL**

At Liff we value the important part parents/carers play in their children's education. We see partnership with parents/carers as way to enhance children's achievements and promote better school ethos and communication. The current pandemic has impacted on parents/carers involvement within school but below are some of the ways in which we hope to have parents and carers involved in the near future.

We create many opportunities for Parental/carer Involvement:

- P1-3 reading support, 9-9.30am on days that suit you – we have a fantastic team of parent/carer helpers who come in to class regularly, and we are ALWAYS looking for more volunteers.
- running or assisting with extra-curricular activities – lunch & after school clubs
- helping nursery and on nursery trips
- developing and managing the school library
- 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
- supporting educational visits/trips
- road safety – Bikeability
- class or school trips
- gardening and maintaining our grounds
- Supporting pupil led groups e.g Fairtrade, Eco-Committee
- Fundraising events
- Class trips
- Extra-curricular activities e.g. coaching, sports

These opportunities may be within the school day or at other times including after school and weekends.

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

#### Parent/Carer Discussions about Pupil Learning and Progress

All parents/carers are invited to attend a 0 minute meeting with their child and their teacher. At these meetings you will hear from your child's class teacher, about their learning, progress and next steps. This is also an opportunity for parents/carers to hear how they can support their child's learning at home.

#### Seesaw

Across the school, a snapshot of children's learning, progress and achievement is shared with parents/carers through Seesaw, a free educational app which can be downloaded to any device. You will see examples of your child's learning across the curriculum. There will be a significant focus on our shared language of learning, the learning process, and your child talking about themselves as a learner.

#### Homework

After consultation with pupils, families, and staff, we decided that we would no longer provide formal homework. Instead, at the start of each term, each teacher will share an overview of the learning and how you can support this at home. This will be shared on Seesaw. Please see the next page for guidance about learning at home. There will be occasions where the class teacher alongside the parent/carer will discuss activities that could be completed at home to support learning.

#### Open Afternoons

We have various open afternoons across the school year. These are valuable opportunities for you to see, hear and experience how and what children are learning in school.



The best way to prepare your child for high school and life in their community is to talk to them about how they demonstrate our school values of respect, responsibility and kindness.

#### Sharing Learning with home

In response to feedback from all stakeholders, our teachers will create an overview of the learning planned for the term alongside ideas about how you can support at home. These will be focused on Literacy, Numeracy and Health and Wellbeing and will replace formal homework. Any learning undertaken at home will be a consolidation of learning that has taken place in school.

#### Here is some of the feedback, most of the comments were against formal homework...

With both parents working full time, we do find supervised homework to be difficult to manage. I think if homework can be something really engaging that the whole family can participate in that would be great, or even a signpost to some activities to consolidate classroom learning rather than formal homework then it would be easier to fit in as and when.  
Parent/Carer

It can be stressful trying to complete homework, especially when parental support is required and parents work full time and are trying to balance work, homework, down time and out of school activities.  
Parent/Carer

I've worked hard all day at school, I want to be able to spend time doing my hobbies and things with my family.  
Pupil

I always fall out with my mum and dad when we do homework.  
Pupil

#### How learning may be supported at home...

Group reading books are not the only reading children engage with in school, and we would always encourage children to read a wide variety of material at home such as recipes, leaflets, magazines etc. When teachers feel that your child would benefit, reading books will be sent home for practice.

Learning lists of spelling words does not teach children how to apply spelling rules across different contexts. Children will be taught spelling rules in class and be given different activities to consolidate these and apply to learning across the curriculum.

Maths is everywhere so engaging your child in activities to do with money, measuring, counting etc. will help them to develop a contextual understanding of maths.

Check in with your child by asking them what went well at school and how their own strengths helped them throughout the day. Don't be disheartened if they don't share much – some children like to compartmentalise!





## Parental/carer Involvement: For Liff Parents/Carers, by Liff Parents/Carers

Actively Encourage Children In Their Education Through Support With Homework Projects And Take An Interest In Their Day To Day School Activities

Gain An Understanding Of The School Ethos And How The School Aims To Deliver High Standards Through The School Improvement Plan

Promote A Positive And Supportive Partnership With The School By Attending Fundraisers, Book Fairs & School Events. Volunteering Time And Services Where Possible

**Parental Involvement**

Develop And Maintain Good Communication Links Between Parents And The School By Attending, Where Possible, Events Such As "Meet The Teacher", "Soft Finish" And "Parents Evenings"



## SCHOOL ETHOS

Our whole school community has been engaged in reviewing our vision and values. Our vision at Liff is to provide an ambitious and nurturing environment where we strive to give all children what they need to learn and have positive wellbeing. This is underpinned by our values of respect, responsibility and kindness.



We are committed to developing pupils' spiritual, moral, social and cultural values. We do this through the ethos and the curriculum. We do this in partnership with parents and take account of the needs of pupils and the views of parents.

We welcome and encourage diversity and individuality, while emphasizing 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.

We are a Rights Respecting School, a Reading School and have our Level 5 School Gardening Award.

## SCHOOL AND COMMUNITY LINKS

Liff Primary School is an integral part of the Liff and Fowlis community. We value opportunities for children to develop skills and learn to be effective citizens through engaging with and supporting the work of the local community. They visit the local Foodbank to make donations. The local minister is a regular visitor to school, and we visit the church for school community services and concerts. We have a fantastic partnership with Woodland Trust, and regularly use the local Backmuir Woods to enhance our outdoor learning opportunities. Partners such as Police, health services, local charities and Fire Service are regular visitors, and we work with members of the local community to maintain our school gardens. Members of the local community are also invited into school to support learning in the classroom and projects. We take part in many fund raising charity events and in recent years have supported The British Heart Foundation, Dundee Bairns, Oxfam, Christmas Box appeals, UNICEF, Dundee Bairns, Poppy Scotland, and Children in Need. Children share their musical talents in the community, and participate in a wide range of sporting and

cultural  
within

cluster  
across



events  
the  
Monifieth  
and  
Angus.

## **POSITIVE BEHAVIOUR MANAGEMENT**

[Angus Council anti-bullying policy](#)

Positive behaviour and positive relationships are essential to effective learning. At Liff we aim to build positive relationships which provide an atmosphere of mutual respect and collective responsibility. We recognise that pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos. Restorative practice is used across all stages and our values of respect, responsibility and kindness are at the core of all we do.

We want to celebrate the excellent behaviour we see across the school. Children are supported to understand the impact and consequences of inappropriate behaviour. Children are supported to reflect on what has happened, consider the impact on others, and identify what needs to happen to move forward positively through our use of restorative questions.

Staff have recently engaged in learning around the importance of positive relationships and this will impact on our new Relationships Policy. Below is an overview of our strategies we use to develop and encourage positive behaviour and relationships.



## Liff Primary School DEVELOPING POSITIVE RELATIONSHIPS AND BEHAVIOUR This is how we do it here



### 3 Values

Respectful ~ Responsible ~ Kind

#### The adults will

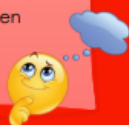
Meet and Greet all children everyday  
Engage in positive, calm and caring interactions  
Give first attention to best conduct at all times

#### Relentless Routines

High expectations of manners for all and by all  
Waiting for attention from all  
Mindful movements around the school

#### 30 second script

1. I've noticed you are....
2. Remember our value/s of respectful, responsible and/or kind
3. Do you remember last week when you.....add positive memory
4. That is who I need to see.
5. Thank you for listening.



#### Recognising positive behaviours

Class or whole school recognition board  
Seesaw message  
Positive reinforcement  
**Over and above**  
Post Card home  
Hot Choc Friday  
Phone call home



#### A further reminder

1. Reminder of expectations/values
2. Private chat – think carefully – make a good choice
3. Walk away and give the child a chance to make improvements
4. If no improvement, 2 mins at playtime for repair/fix through restorative conversation

#### Restorative Conversations

What happened?  
How did it make you/them feel?  
Who has been affected?  
What can we do to put things right?  
What will you do differently next time?



#### Consequences

Purposefully hurting another person and/or consistent disregard of our school values will result in a restorative conversation during playtime and phone call/message home. The child, with adult support, will identify how to make the situation better  
Unfinished work due to continual lack of effort will result in a conversation between pupil and teacher and perhaps parent/carer who may agree that the work gets completed at home.

*While these approaches provide consistency for our pupils, they will be tweaked if needed depending on need, age and stage of pupils. If you would like any further information about any of these strategies or to read our full policy, please send us an email.*



## CELEBRATING ACHIEVEMENT

At Liff Primary we are very keen to encourage children to share their success and achievements with staff and other children in our school. Children bring news about their achievements outside school to be displayed on our celebrating success wall. During assembly time, children work in Liff Learning Groups. During this time, children work together on school improvement, we share successes and celebrate those who have gone above and beyond.

## EXTRA-CURRICULAR ACTIVITIES

The following activities are examples of extra-curricular opportunities offered over recent years;

- Choir
- Scottish Country Dancing
- Glee Club
- Tennis in partnership with Dundee Tennis Club
- Code Club
- Digital Leaders
- Eco-Committee
- Gardening Club
- Football Club



## PUPIL COUNCIL

There is an active Pupil Council at Liff school known as Little Liff Leaders. Their motto is, *Little Leaders leading big things*. It includes representatives from P1 – P7. The Pupil Council members are elected by their class peers at the beginning of each session. They hold office for one year. Throughout the year they will meet regularly with the Head Teacher. They will be involved in taking forward school improvement priorities and addressing issues as they occur.

## LEARNING OPPORTUNITIES

Children regularly experience learning in a variety of different contexts. Opportunities for learning are identified not only in the classroom, but across the wider school, outdoor learning and learning outside school. Learning is planned to meet all children's needs, and children will experience learning within class, ability, co-operative, social and cross-stage groups.



We are currently reviewing and refreshing our curriculum rationale.

## THE PUPILS AND PARENTS/CARERS' VOICE

Personalisation and choice is one of the seven principles of curriculum design, and children at Liff regularly play an important role in planning contexts for learning, what they want to learn and how they will go about it.

The Pupil Voice is an integral part of Visible Learning at Liff. Children are encouraged and supported to feed back to teachers about their experience of the learning process, how they feel about their learning and what they need from their teacher to help them learn.

All children are part of a Pupil Leadership Group. Each group is supported by a member of staff and pupils work together to make improvements across our school. Each group will also take responsibility for leading an assembly.

Parents/carers are asked to comment on children's learning and progress on Seesaw at various points throughout the year. The Parent/carer Voice is actively sought for feedback about all aspects of the school's work and life through the Parent and Carer Council and at open afternoons and other events.

## THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Each session we open the doors at specific points of the school year, inviting parents/carers to school for 'Meet the Teacher' and community and learning events. These provide informal opportunities to hear from teachers and children about what and how children are learning in school.

Information evenings for parents/carers are held to share the latest curriculum developments. These are delivered by teachers and children together, allowing the children to describe and share their first-hand experience of the curriculum in school.

There are links to national information at [www.angus.gov.uk/linksforparents](http://www.angus.gov.uk/linksforparents).

## LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Monifieth High School (<http://www.monifiethhigh.angus.sch.uk/>) and other Primary Schools within the Monifieth cluster. Teachers undertake training



and professional development work with colleagues across the cluster. This partnership working supports the professional development of staff, and helps ensure consistency of standards and expectations across the cluster schools. For the past two years Monifieth Cluster schools have all been involved in the Visible Learning programme, working together to build capacity and develop our learners as Visible Learners.



Children take part in a range of learning, sporting and cultural activities with cluster schools, including a very effective transition programme P7/S1.

## **SCHOOL IMPROVEMENT (School Specific)**

Liff Primary was inspected by Education Scotland in November 2011. A copy of the inspection report is available from the school office.

Our Standards and Quality Report is shared with all parents/carers annually, and illustrates our key strengths and areas for improvement across all aspects of learning and teaching, meeting the needs of the community, management and leadership. The Standards and Quality Report June 2023 is available on request from the school office.

## **MAIN ACHIEVEMENTS**

Some examples of our 2022/23 achievements include;

- At the start of the year, parents scored family engagement as good and suggestions were made about the types of engagement parents were hoping for. A calendar of events was created in order to strengthen and improve family engagement, and all classes have invited families in at least once throughout the year for open afternoons including science fair, poetry afternoon and assembly. 100% of our parents have attended at least 1 family engagement event. This year parents have rated our Family Engagement as very good.
- Our whole school community is developing a shared understanding of wellbeing and children's rights. We have embedded Emotion Works into our HWB progressive pathways to ensure that children have sound emotional literacy.

Further information can be found in our Standards and Quality Report

## **IMPROVING STANDARDS**

- Reading attainment for P7 boys in particular has been raised by 40% through a whole class implementation of Daily Five. This allowed deliberate daily practise, time dedicated to the importance of reading, a reading for pleasure approach through Scottish Book Trust as well as initial data and progress shared with pupils and parents. This has allowed the children to build independence and ownership of their reading progress.
- Use of the new tracking tool has helped to establish a consistent approach to tracking attainment.
- All children who have been recognised as requiring support with their learning are less are receiving targeted support from SPSA for literacy.
- Recent P4 NSA data supports teacher judgment for reading and writing with some discrepancies between NSA and teacher judgment for numeracy .
- Recent P7 NSA data supports teacher judgment across the curriculum which also highlights the positive impact of Daily 5 on some readers.

## SCHOOL IMPROVEMENT PLAN

Our improvement journey this year has focused on;

- All children, staff, parents and the wider community have developed and demonstrate understanding of the school's **curriculum rationale** which will demonstrate a commitment to securing children's rights and wellbeing.
- As part of our development of our **curriculum rationale**, all children, staff, families and wider community will develop an understanding of the four capacities and what these mean for Liff Learners in school and in the wider community and beyond.
- All children and staff will engage in learning to develop a whole school approach to **Learning for Sustainability** bringing together global citizenship, sustainable development goals, and outdoor learning.
- Staff will develop pedagogy in order to create a consistent approach to develop **Literacy** skills in all children.
- All staff are developing our **curriculum** to ensure they are planning for meaningful, high quality learning experiences to raise attainment in **literacy** and develop understanding of **Learning for Sustainability**.
- All pupils and staff will be able to describe how our **curriculum** is helping them to develop across the 4 capacities.

## PARENTZONE SCOTLAND

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed [here](#). Why not check out the website for ideas on how you can support your child's learning.

## HEALTH CARE

You can contact our school health staff at:

School Nurse Service at Abbey Health Centre on 01241 43030

## 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. 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 Co-ordinator**

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: Katie Milne and Laura O'Rourke

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](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

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