



Woodlands Primary School Handbook 2024/25



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

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CONTACT DETAILS

School Name: Woodlands Primary School

Address: Queen Street, Carnoustie, DD7 7SU

Telephone Number: 01241 465446

Website: www.woodlands.angus.sch.uk

Email: woodlands@angusschools.org.uk

Head Teacher's name: Mrs Suzanne Smith

Class Stages: Nursery and P1 - 7

Present Roll: 208

Email address for the Parent Council: parentcouncilwoodlands@gmail.com / www.facebook.com/woodlandsprimaryparentcouncil

ORGANISATION OF SCHOOL DAY

School Hours	Morning Session (P1-7)	9.00am - 12.15pm
	Morning Interval	10.15-10.35am (P1-4)
		10.35am - 10.55am (P5-7)
	Lunchtime	12.15pm - 1.15pm
	Afternoon Session (P1-7)	1.15pm - 3.20pm
Nursery Hours	Day Session	9.15am - 3.15pm

VISITS OF PROSPECTIVE PARENTS

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

Prospective parents are invited to telephone the school to arrange a meeting with the Head Teacher to enable you to visit us and see round our school. Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Parents of Nursery and Primary 1 new entrants will be invited to visit the school and meet the teachers during the Summer Term as part of the induction process.

SCHOOL UNIFORM

We recommend that all pupils in P1-7 wear school uniform and hope that parents support us in setting high standards of neatness and cleanliness. School sweatshirts, fleeces, kilts, ties, summer dresses, jackets and polo shirts of good quality can be ordered online at Border Embroideries or www.myclothing.com or there is a fairtrade option at www.koolskools.co.uk. All these items bar the kilts and ties display an embroidered school badge.

Tee shirts and sweatshirts with the Nursery badge are also available for our younger children.

School colours are -

- bottle green - sweatshirt, fleece, cardigan, jacket, tartan tie, and kilt for girls
- white - polo shirt, shirt, blouse, socks
- grey - trousers, skirt, pinafore, socks
- green check – school dress
- PE kit – Plain white tee shirt/ black shorts (indoors); plain white tee shirt, black tracksuit/leggings and black sweatshirt (outdoors)



Please ensure all items of clothing are clearly labelled with the child's name and that this is checked regularly for clarity, as it is difficult for children to distinguish their clothing from others. Indoor PE kit should be stored in a bag also labelled with the child's name. PE Kit bags are available for sale from our suppliers, which can be ordered by parents online:

www.border-embroideries.co.uk or www.myclothing.com or a Fair Trade option at www.koolskools.co.uk

In the interest of safety please note jewellery should not be worn to school. This also prevents concerns and issues around it being lost or broken. For those who need to wear ear-rings as ears have been newly pierced, they should be studs only which will need to be covered with tape during a PE lesson, or removed. Please avoid hoop ear-rings as they easily catch on equipment and clothing. False nails are also not permitted during PE for safety reasons and therefore we request children refrain from wearing false nails in school as outdoor activities and PE can take place on any day across the week.

PARENTAL CONCERNS

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or, if you would prefer to discuss the issue with a member of the management team, please contact Mrs Connor regarding children Nursery to P4 and Mrs Smith P5-P7. However should you wish to discuss any concerns with Mrs Smith, Head Teacher please do not hesitate to contact the school.

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 as appropriate to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

If parents have cause for complaint or a concern they should contact the school and make an appointment to speak with the class teacher in the first instance but please do not hesitate to contact the school office to make an appointment with a manager as above.

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication. We therefore invite parental help each year through a letter in term one.

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 e.g. number partners, social subjects, health education e.g. first aid or technology
- Supporting the running of the library
- 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
- Road safety – Cycle Training and Walkwise
- World of Work – sharing information about your job and related skills and qualifications.

Out with the school day:

- Fundraising events
- Trips e.g. class learning visits, sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs, country dancing, school grounds – maintenance of garden/allotment areas
- Supporting the P7 residential trip
- Joining the Parent Council.

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

At Woodlands it is important that parents are involved in their child's learning and are part of our learning community. All parents are invited to attend two 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 talk about their child's progress. This is also an opportunity for parents to talk about how they can best support their child's learning. Parents are also encouraged to look at their child's learning log with their child and support as appropriate the completion of homework tasks as advised by the class teacher. Seesaw is used by the school and is an important form of communication between home and school as information about learning is shared regularly. Newsletters are also sent home each term informing parents about learning, achievements and what is happening/about to happen in school. In addition, curricular events are held each year to share information about the curriculum and learning approaches, and parents are also invited to feedback about school priorities to further facilitate parental involvement, partnerships and help us identify our next steps.

SCHOOL ETHOS

We regularly revise our school community aims, values and vision statement through consultation with our pupils, staff and parents.

Our School Vision – *"Believe and Achieve"*

We strive to do this through our values and aims:

VALUES – Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected. Included.

AIMS –

To be kind in our actions and words.

To try our best.

To be responsible for our school and community.

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 inclusion. 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.

PUPIL REPRESENTATION & INVOLVEMENT

Now in our fifteenth year at Woodlands Primary we have become a well-established school community with a number of major achievements under our belt. These have included our Rights Respecting Schools bronze award, our Sports Gold award, Reading Accreditation Silver, as well as our Eco Schools Awards (we have gained our 7th Green Flag) and our Digital Schools Award, all of which have involved pupils working in collaboration with staff and, in many cases parents and/or the community. In addition, this past session our nursery has gained its Communication Friendly Setting award. In recent years we have worked closely with the residents of East Haven to raise awareness of conservation issues including the declining population of the Small Blue Butterfly. We have very good working relationships with our pupils and parent forum and a number of groups have been become established over the years to support us with projects including the continued development of our Zen Garden which has involved staff, pupils, parents and members of the wider school community. We are now in the process of working towards our Reading Accreditation Gold award and implementing our Rights Respecting Schools plan to gain our silver award.

ECO COUNCIL

Eco Council – involving staff, pupils and parents. The Eco Council have been influential in many aspects of development across the school. We have a beautiful outdoor classroom which was designed by one of our previous P7 classes and built by a local builder using stripped pine and traditional building methods. Having access to outdoor spaces is so beneficial to learning that this last session we liaised with Alba Explorers to design and create our school pond and to further develop the area around our outdoor classroom, with teachers also attending training in ecology and how to maintain our willow and orchard.

The Eco Council has established positive links with the wider community to develop our grounds to encourage butterflies and bees and to increase our planting opportunities through planters at doorways and with the help our community, we have completed our mindfulness/Zen garden.

We were awarded with our first Green Flag for Eco Work in 2009, and have now successfully gained our 7th Green Flag last December. The Eco Council meet regularly and continually explore and organise their action plan to ensure we maintain our Eco friendly approaches and developments.

RIGHTS RESPECTING SCHOOLS GROUP

DIGITAL LEADERS

YOUNG LEADERS

Young Leaders – our older pupils are trained to organise and lead sporting activities both within and out with the school. To date they have successfully led the Primary 2 Cluster Sports Festival and a range of games afternoons in school and during the latter part of last session continued to provide outdoor activities for our younger pupils daily during lunch time or playtime.

SCHOOL AND COMMUNITY LINKS

Any school is an integral part of the community of its town. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils have participated in community events such as the Remembrance Day Service and competitions organized by local groups and also participate in sporting and cultural events. In addition, our school invites members of the local community to attend our Community Christmas Show each December. Furthermore, children attend local care homes to sing songs and share their learning and our classes organise enterprise events when members of the school and local community are welcomed into the school to hear about learning and have a cup of tea/coffee.

Visitors

A variety of visitors will regularly share their knowledge and skills with us. Visitors of particular interest to the children include sports people, authors, Country Park Rangers, Community Police Liaison Officers, the Fire Service, Health Service professionals, local celebrities, DCA and representatives of the caring profession.

Educational Visits

To make learning more meaningful we can make full use of the excellent resources in our local area, either by visiting them or inviting them to visit school.

Field study trips can include:-

Visits to local places of interest- beach, library, local schools, businesses, Leisure Centre

Verdant Works

Dundee Rep

Council Chambers, Forfar

Dundee Science Centre

Local Farms

Country Parks – Environmental Studies and Watersports

Fisheries Museum in Anstruther

Glamis Castle

Botanic Gardens

Guide Dogs for the Blind Centre

S.S.P.C.A. Centre

Montrose Basin

H.M.S. Discovery and Unicorn

Lifeboats and Coastguard Stations

Arbroath Abbey

Easthaven

Local places of worship

Local Supermarket

Our pupils have a variety of opportunities to achieve in a range of activities including:

In-school and Carnoustie/Monifieth sports tournaments/events

Swimming at CHS

Individual class organised fundraisers

Bike-ability

Walkwise

Developing and maintaining the school garden

Residential trips

Performances

Representing the school in a variety of local community events e.g. the Remembrance Day service.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Positive relationships are essential to our ethos and conducive to learning. 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 and sustaining this positive ethos. The expectations and approach of the school are of a common sense nature, bearing in mind the interest and safety of all concerned with a focus on our school values.

Having reviewed our school rules in recent years, we have identified three key rules that underpin all of our expectations for behaviour, these are be Respectful, Responsible and Safe. Having three key rules make it easier for everyone to remember and staff refer to these rules in their language when talking with pupils.

Classes have recognition boards in each class where pupils are recognised for exemplifying the school rules. Each class discusses with their teacher which aspect of each rule will be their focus e.g. Respect – by thinking about the tone used when talking to others, Safe- keeping all four chair legs on the floor. Children are also encouraged to work together as a team to earn marbles which are put into a class jar and once this jar is full the children participate in a class treat which they have discussed and agreed with

their teacher. Positive notes home are shared when an individual pupil has gone “above and beyond”. When a child is struggling to manage their behaviour they are initially supported at class level and, if this has limited impact, further interventions and supports are identified, as detailed in our Positive Relationships Policy (accessible through our school website, along with our school anti-bullying policy).

Staff also help pupils resolve issues through working through a series of restorative questions which help them to understand how a situation may have occurred and how to move forward, thereby further equipping them with skills for life. In addition, from nursery to P7 we implement an approach called the Zones of Regulation whereby children are supported in understanding how they and others feel, what can impact their feelings and emotions as well as strategies that can help them to manage their feelings and regulate.

CELEBRATING ACHIEVEMENT

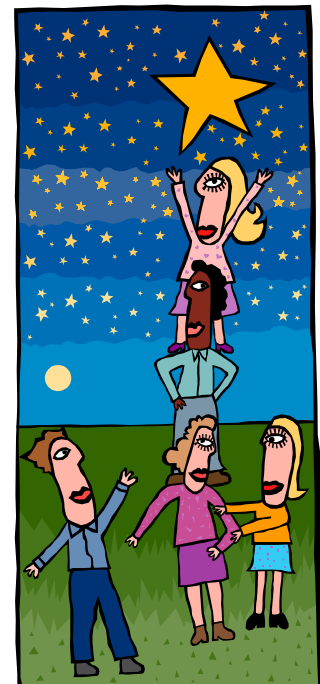
Children learn better when they know their efforts will be appreciated and praise is meaningful. All staff encourage pupils at all times and in all activities to give their best and to keep trying.

The whole school celebrates achievements on a weekly basis during assembly by the giving of stickers and those who have received a positive note home during the week are asked to share this with the other children. Children’s achievements are recorded in the Good News Book and a photo placed on our achievements wall at the school reception.

Children in P1-7 are allocated to one of four houses: Oak (yellow); Ash (blue); Rowan (green) or Beech (red). Pupils can gain points for their house during sports day as each house competes in sporting events. The House Points system culminates in the winning house receiving the House Trophy at the end of the session which is presented at the End of Term Service. Further achievements are also celebrated at this service including trophies for Sportsmanship, Citizenship, Music, Artistic Expression, Service to the School and the Parent Council Trophy for Service to the Community.

At Woodlands it is important to us that we celebrate all our achievements. In terms 2 and 3 each year we hold special assemblies to celebrate those successes our pupils have experienced out with school. Parents are invited to inform the school of their child’s achievements and these are read out in our ‘Celebrating Wider Achievements’ assembly. The children each receive a certificate and their picture is displayed on our ‘Wall of Achievement’, along with other achievements across the school such as sports team successes and fundraising events.

Throughout the year learning logs are sent home to share children’s learning and progress with families. Through these logs, parents are invited to further share their child’s achievements out with school and these are then discussed in class, with any themes then informing future learning and/or extra-curricular clubs, as appropriate, to draw on or further build on skills.



EXTRA-CURRICULAR ACTIVITIES

We run extra-curricular clubs for football and netball throughout the year annually. In addition we run seasonal clubs such as athletics, basketball and cross country as well as organising shorter clubs which introduce children to a variety of different activities such as dancing, games, golf, choir and chess. Teachers hold discussions with children regularly to identify their interests, which can then influence the clubs being provided. In recent years, as a result of school improvement and children's interest, Code Club has run at lunch times or end of day providing the Digital Leaders with the opportunity to plan and lead a club for P4-7. Older pupils with particular skills and interests are also encouraged to share their skills and develop leadership skills by organising playtime clubs for younger pupils such as dance and art clubs, with adult support. More information is available on a regular basis through school newsletters and club letters.

PUPIL COUNCIL

Our council includes representatives from P3-7 who meet regularly with a member of staff to discuss any points raised by class members and aspects of the school improvement plan and to enable them to identify and implement their own action plan. The Pupil Council members are elected by their class peers at the start of the session and hold office for one year. They have been involved in the past in bidding for Lottery Funding for playground equipment and toys and been involved in surveying the school about how to improve reading as well as annually help to improve our school handbook. Over the past few sessions, our Pupil Council have organised fundraising events for a range of local, national and international charities and identified a need to review our behaviour management approaches which led to a whole school review through a focus group and a change to our approaches. This session as a result of children feeling the hall has been too noisy at lunch time, they have identified a range of approaches to try and help reduce the noise levels. They have also created a parent and child friendly school improvement plan and are planning to work with the Parent Council to create an outdoor reading area as a result of pupil feedback and request.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups. To help learners develop knowledge, skills and aptitudes in more depth there are a variety of different approaches to learning:

Using technologies (*to find material, communicate, create and present*)

Active learning (*being actively engaged whether mentally or physically, using real life and imaginary situations*)

Co-operative learning (*encouraging thinking and talking together to discuss and solve problems*)

Interdisciplinary learning (*using links between different areas of learning to deepen understanding*)

Outdoor learning (*using the outdoor environment for learning*)

Personalisation and Choice (*being given choices and being involved in planning learning*)

Skills (*developing the skills for learning, life and work, including problem solving, analysis and evaluation, creativity, making judgements and decisions and developing arguments*).

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 context and plan together the areas of specific focus e.g. learning about another country, the World of Work, or what life was like in Granny's Day, taking account of children's needs and interests as the context progresses. This will be shared with parents through the homework and learning logs and parents will be invited to support the learning by sharing resources from home e.g. travel brochures and leaflets, 1980s items or visit the school to share their knowledge and skills.

Parents will be invited to share comment regarding the planned learning for their child through their child's learning log throughout the year and are encouraged to comment at any time through Seesaw.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

The school website is a source of considerable information, illustrating the work of the school. Additionally, a curriculum evening or afternoon for parents is held annually and led predominately by the staff and children. During this event the staff share information about school initiatives and/or curriculum approaches.

More local information can be found through links within this handbook and the Council Website. There are links to national information at 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 nursery class offers sessions between 9.15am and 3.15pm, 5 days a week, over 40 weeks of the year. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and child-minders. 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 (CHS) and other Primary Schools within the Angus area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency. Our pupils usually attend CHS and therefore take part in

transition events with the High School and other Primary 7 pupils who form the Carnoustie Cluster in preparation for going to Secondary. This process starts in term 1 of Primary 7, with a range of visits from High School staff and pupils to Woodlands and visits from the Primary 7 pupils to the High School, culminating in the Primary 7 pupils attending CHS for 2 days in June. Each year there may be pupils who for a variety of reasons would benefit from enhanced transition, and they will have additional visits and links with CHS.

CHS Contact Details:

Carnoustie High School
Shanwell Road
Carnoustie
DD7 7SS
Tel: 01241 465300

SCHOOL IMPROVEMENT

MAIN ACHIEVEMENTS

- Attainment remains very high across the school, with all classes being 90% or above in numeracy, reading and listening and talking and 85-100% in writing.
- Our nursery have attained their Communication Friendly setting award this past session.
- We also attained our Digital Schools award and our 7th green flag as an eco-school.
- Observations in all classes focused on literacy and identified most children are fully engaged, highly motivated and interacting well. They build on ideas shared and ask questions.
- During literacy learning visits outdoors, all children who were sampled enjoyed accessing outdoors during learning, with the majority referring to it as providing them with more space to move around and almost all felt that being outside in the fresh air supported their ability to learn.
- Building in time for feedback during/at the end of lessons is enabling children to be involved in planning next steps.
- A range of strategies to support learning are implemented, depending on the needs and interests of pupils, with chunking instructions, movement breaks, use of outdoors, Zones, technology, scaffolding learning and modelling expectations being identified by pupils as having a positive impact on their learning.
- All teachers identified SRS has had a positive impact on learning, with 89% saying it was clear, measurable impact.
- The majority of teachers said most or all children identified who required to improve their engagement had made progress.
- 70% of children feel their engagement in literacy has improved.
- Our parental survey in March informed of a 9% increase in parents who can talk with their child about their progress in reading, with 65% sharing they are able and 33% responding 'somewhat'.
- Almost all nursery staff and teachers shared more than half the focus learners are better able to recognize their emotions, most nursery staff and teachers said more than half the learners recognize the impact of their emotions on others, can identify strategies that help and that the zones approach has impacted positively on their engagement.
- 90% of children surveyed identified through the zones, said they better understand what impacts on their learning.
- The majority of children shared they are more aware of what impacts on their emotions,
- Most children said they can identify tools that help them regulate.
- Over the session there has been a clear increase of 19% in the number of parents who feel

there is a clear home-school approach to pupils' self-regulation. With all parents either responding yes or somewhat.

- All feedback regarding the zones approach and The Den was also positive with parents commenting that it was helpful to hear about the HWB approaches being used to support children learn about their feelings.

IMPROVING STANDARDS

- All staff in nursery and teachers in P1-7 used a range of data and our progression pathways to measure impact of approaches in literacy and numeracy, and identify actions.
- All staff N-P7 use a variety of approaches to engage learners in reading as a result of children's feedback and teachers sharing expertise including use of online resources and newly adapted outdoor spaces.
- All nursery staff and teachers have attended professional learning sessions in literacy focused on using outdoors, with the teachers then focusing on Sound Reading System, and Elklan in the nursery.
- Teachers in all classes are planning increasing opportunities for learners to feedback to each other.
- Cluster moderation for N-P7 staff focused on learner's voice, whilst school moderation focused on writing for P1-7.
- Teachers share their expertise with each other and collaborate with planning to ensure progression across the levels.
- The majority of teaching staff have a co-ordinator's role which requires them to attend meetings or training events and, where appropriate, to lead aspects of training and/or share updated information to ensure the school is kept abreast of current pedagogy and local or national information.
- Parents/carers of P1-7 children have had the opportunity to attend SRS workshops, with nursery parents attending a Little Scribblers session.
- All class teachers can refer children for emotional/social skills support.
- Emotional/social support approaches are individualised based on the need identified in the referral process.
- All staff have engaged in Zones training and are implementing approaches through planned lessons.

SCHOOL IMPROVEMENT PLAN

Whilst our attainment remains high, our focus for improvement is attainment in writing, with the aim of reducing the percentage of children requiring some support to attain. As a result, we have been looking at pupil engagement in writing and our teaching and learning approaches. This has required our teaching staff in P1-7 to engage in pedagogical training this past session which will continue into session 24/25. In addition, teachers have started to link with cluster colleagues to collaborate, share, explore and discuss early implementation of the training they have all attended in writing. This collaborative approach will continue into the following 2 sessions not only across our school team but also with cluster colleagues as we share expertise and moderate and develop learning and teaching approaches that scaffold and progress children's learning in writing. In addition the assessment of writing will become a focus over this coming session as the cluster moderates the development of and use of success criteria. To further support children to engage in their learning we will continue to review our curriculum rationale through continued consultation with stakeholders, and further build on our systems and approaches in place to support children's ability to self-regulate by embedding our Zones of Regulation approach across nursery to P7. In addition by updating and linking our learning contexts to children's rights and implementing our Rights

Respecting Schools plan we aim to attain our Rights Respecting School silver award.

HEALTH CARE

You can contact your school health staff at: -

Carnoustie Medical Centre, Parkview Primary Care Centre, Barry Road, Carnoustie
01241 802377

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: Suzanne Smith, HT and Judith Connor, DHT.

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

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

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

OTHER WEBSITES

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

FINANCIAL ENTITLEMENT DIRECT LINKS

- [Free School Meals and Clothing Grant](#)
- [EMA \(Secondary Schools\)](#)
- [Welfare Rights/Benefit Calculator](#)