

Andover Primary School



Information for Parents

Session 2023/2024

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

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ANDOVER PRIMARY SCHOOL
50A Drumachlie Park, Brechin
DD9 7BU
Tel No: (01356) 237129

February 2024

Dear Parents

Welcome to Andover Primary School! I, along with the staff, would like to extend a very warm welcome to both you and your child and hope that you all enjoy being part of our school. We are delighted to have your child join us and hope that your whole family will enjoy working with us in the future.

Whether your child is coming into Nursery or Primary 1, or an older child changing schools, a new school can be a daunting experience for both pupil and parents. Please do not worry, we are here to help you in any way we can, and will keep in close contact with you during the settling in period. We are keen to learn as much about your child as possible; we take an active interest in the wider life of your child both in and out of school.

Our School values are for everyone in our school community to be **Confident, Achieving, Happy and Nurtured – We CAHN**. Working in partnership with pupils, staff, parents, the wider community and other agencies we wish to ensure everyone in Andover is **safe, healthy, active, nurtured, achieving, respected, responsible and included**. In Andover, we believe that **everyone** has a voice and that **everyone's opinion matters**.

Curriculum for Excellence aims to develop skills that enable our children to feel confident, to learn successfully, to grow up to be responsible citizens and to contribute effectively in all situations. We aim to develop these skills by providing learning experiences that interest and stimulate your child in a bright, safe and welcoming environment.

This Handbook should provide you with sufficient information to answer any questions you may have about the basics of school life. However, if you have not already had a visit to Andover, please contact the school on 01356 237129, so that mutually convenient arrangements can be made for you and your child to visit.

Yours sincerely

Fiona Hislop
Head Teacher

CONTACT DETAILS

Andover Primary School

50A Drumachlie Park
Brechin
Angus
DD9 7BU

01356 237129



Email andover@angusschools.org.uk

This is a non-denominational school

Class Stages: Nursery and P1-P7

School Roll: 234 pupils

Nursery: 38 pupils

School Staff

Head Teacher: Ms Fiona Hislop

Depute Head Teacher: Mrs Jane Waddell

Principal Teachers: Miss Claire Fitchett

Mrs Gill Mayes

Class Teachers:

P1 Mrs Natasha Reid (Mon-Wed)

Mrs Judith Linn (Wed-Fri)

P1/2 Mrs Marsha Goss

P2 Miss Jenna McComiskie

P3 Miss Wallis Mathieson

P4 Mrs Emma Brand

P4/5 Mrs Carrie Higgins

P5 Mr David Wallace

P6 Mrs Danielle Strachan

P6/7 Miss Hannah Pitt

P7 Mrs Ashleigh Corrie

Mrs Gillian Brand (Tue-Fri)

Miss Ashley Smith (Mon-Tue)

Additional Support Needs Teachers:

Mrs Kirsty Docherty – Nursery and Rainbow Room

Miss Emily Mulholland – P4 - 7

Miss Faye Stewart – P1 - 3

School and Pupil Support Assistants:

Mrs Hayley Bibby

Miss Pamela Irving (Mon-Tue-Thu)

Mrs Debbie Hutcheson (Wed & Fri)

Miss Rebecca Herd (Wed & Fri)

Mrs Sarlota Hill

Mrs Kay Cameron

Miss Louise Pert

Mr Kenneth Pannell

Miss Rachel Myler

Mrs Laura McLaren

Mrs Wilma Wilson (Mon-Thu)

Mrs Karen MacDonald

Ms Kate Sommerville

Ms Suzanne Reid

Primary 1 Early Years Practitioner

Miss Rebecca Ironside

Senior Clerical Officer: Mrs Karen Fullarton

Clerical Officer: Mrs Katie Boardley

Janitors: Mr Alan Jack
Mr Phil Craig

Nursery Staff

Lead Years Practitioner: Miss Rebekah Jack (Mon-Wed)

Senior Early Years Practitioners:

Mrs Hollie Burgess (Wed-Thu)
Miss Niamh McLaggan (Wed-Fri)

Early Years Practitioners:

Miss Kirsty Denoon (pm only)
Miss Rebecca Reid (Wed-Fri)
Miss Anna Bergen (Mon-Wed)
Miss Natalie Craig (am only)
Miss Rebecca Sherrit (Wed-Fri)
Mrs Mandy Ritchie (Wed-Tue-Wed am)
Mrs Pauline Bell (Mon-Wed)
Miss Kayleigh Cameron (pm only)
Miss Lauren Coutts (Mon-Wed)
Miss Lauren Petrie (Thu-Fri)
Miss Lucy Salmond (am only)
Miss Kirsty McLeish (pm only)

Early Years Assistants:

Miss Sarah Newby (8am-2.30pm Mon-Fri)
Mrs Karen Ingram (8.15am-2.45pm Mon-Fri)
Miss Claire Davidson (11.30am – 6.00pm Mon-Fri)

Visiting Specialists

Art: Ms Rebecca McKell
Physical Education: Mrs Jude McGlynn
Music: Mr Scott Petrie
Kodaly: Mrs Marta Kosznik
Strings: Mrs Hazel Judge

ORGANISATION OF THE SCHOOL DAY

School Hours	Morning Session	9:00am-12:30pm
	Lunchtime	12:30pm-1:30pm
	Afternoon Session	1.30pm-3:20pm
Nursery Hours	Morning Session	8:00am-1:00pm

Flexible Drop off (8:00am-9:00am)

Flexible Pick up (12:00pm-1:00pm)

Afternoon Session

1:00pm-6:00pm

Flexible Drop off (1:00pm-2:00pm)

Flexible Pick up (5:00pm-6:00pm)

VISITS OF PROSPECTIVE PARENTS – see link below:

<https://www.gov.scot/publications/choosing-school-guide-parents-nov-16/>

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 term prior to starting nursery or Summer Term as part of the induction process.

SCHOOL UNIFORM

We strongly encourage that all pupils in P1-7 wear school uniform and hope that parents support us in setting high standards. Our school uniform is a modern, casual style. School sweatshirts, cardigans, ties and polo shirts of good quality can be ordered locally through PM Print & Signage or Express Logos tel: 01356 622368. All these items display an embroidered school badge.

School colours are:

- bottle green - sweatshirt, cardigan,
- white - polo shirt, shirt, blouse
- grey/black - trousers, skirt, pinafore, leggings, joggers
- green check – school dress

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

Outdoor PE kit is also required, consisting of:

- Joggers/tracksuit bottoms
- Hoodie or Sweatshirt
- Outdoor trainers

We request pupils to wear this to school on their allocated PE day. The class teacher will confirm this at the start of the school year.

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.

HAVE YOU LOST SOMETHING?

If it is valuable go to the school office.

If it is clothing, check the lost property.

The lost property is available at all times and is put on display at regular intervals.

At the end of each term any unclaimed clothing is either donated to charity or put in the recycling bin.

GETTING TO SCHOOL ON FOOT

The school Crossing Patrol

Mrs Tough (Daily)

8.15am - 9.15am

3.15pm – 4.15pm

Mrs Tough provides the school crossing patrol on Montrose Street near Dennis's shop. If for any reason she is absent it is not usually possible for us to get cover so, you therefore remain responsible for crossing your child over this road.

BY CAR

The school encourages children to walk to school on a regular basis in the interests of health and as a means of reducing traffic congestion outside the school. Andover Primary School is now part of Angus Council's Roads and Transportation Service Experimental Order to allow for a School Exclusion Zone set up in the vicinity around the school. This means that any motor vehicle is prohibited from entering the vicinity around the school, with the exception of permitted vehicles which are, Emergency Services, Resident Permit Holders of the street affected and blue badge holders. The restriction will only be in force between 07:45am to 09:15am and 2:45pm to 6:15pm at the start and end of the school day, when the school is in session.

Please do not come into the school car park and under no circumstances park across the entrance to the school or on the roundabout as this poses serious safety issues for the children.

VISITORS TO SCHOOL

All visitors to the school, including parents, must report to the school office. Arrangements can be made there to contact the person the visitor wishes to see. If visitors are to be in the school for an extended period they will be issued with identification badges.

All of our school doors are fitted with security locks. When you need to come to school for example, to pick up your child for any reason, please report to the school office, Mrs Fullarton, our senior clerical officer, will deal with your request or allow you access to the school after establishing your identity and your reason for calling.

In view of the greater security measures now taken to protect children and staff, you should note the following points:

- we are a welcoming school and we want to help school visitors; parents, contractors, support agency personnel to name some of our many visitors

- all visitors must report to the school office. If they are to be in school for an extended period, they will be asked to sign a log book and will be issued with an identification badge
- all individuals including parents working as helpers in school in any way are now required to undergo a PVG vetting process which includes a police check. Requests for parent helpers are sent out from time to time

PARENTAL CONCERNS

Parents should contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or if you would prefer to discuss the issue with a member of the Senior Leadership Team please contact Mrs Waddell (Depute Head) regarding children Nursery to P2, Miss Fitchett (Principal Teacher) regarding children P3-P5 and Mrs Mayes (Principal Teacher) regarding children in P6-P7

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 to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE – also see link below:

At Andover Primary School we continually review our procedures when parents/carers have a concern or complaint. We take very seriously any issues you may have with the school and always aim to improve situations by working in partnership to find a way to make it better. If you have an issue or concern you wish to draw to our attention, please contact the school on 01356 237129.

https://www.angus.gov.uk/council_and_democracy/complaints_and_comments/making_a_complaint_or_comment_about_our_services

PARENTAL INVOLVEMENT BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement:

During the school day:

- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities e.g. board games, art and craft in small groups

- Running or assisting to run a Lunch or After School Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training and Walkwise

Outwith the school day:

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

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

At Andover it is important that all parents are involved in their child's learning and are part of our learning community. During each school year all parents are invited to join us for Stay, Play and Learn events which are held termly across the school. Parents are invited to attend Parents Evenings in November and March. At these meetings parents will have the opportunity to meet with their child's class teacher for a 10 minute interview and hear about their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to look at their child's SeeSaw account regularly and support as appropriate the completion of homework tasks as advised by the school. 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. Parents are also invited to feedback about school priorities to further facilitate parental involvement and partnerships.

At Andover we value the important part that parents play in their children's education and we want to work together to ensure all of our pupils fulfil their potential. We aim to achieve this by supporting learning at home, by building strong home-school partnerships and by involving parents in the life of the school to ensure their views are represented.

LEARNING AT HOME

Each term, every class teacher will send out a newsletter detailing the learning which will be taking place for your child. Information will be shared about Literacy, Numeracy, HWB and topic work. There will also be details about interactive activities that you can do at home with your child to embed their learning further.

PARENTAL REPRESENTATION

Parent Councils are now established in all Angus primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community
2. Home/School Partnership: closer working partnerships between parents and the school – such partnerships being essential to ensure that the child gets maximum benefit from its school experiences
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council representing their views

Information about the role of Parent Councils, including access to the established Parent Council Blog, <https://blogs.glowscotland.org.uk/an/AngusParentCouncilGroup/> can be obtained from the Angus Council web site Parents as Partners <http://www.angus.gov.uk/parentsaspartners/> .

"We are a small group of parents that meet for around about an hour on a Tuesday night once every 6 weeks. Primarily our role is to plan and organise events to raise funds, which are then used for things like theatre trips, parties, school trips, playground equipment and classroom resources to name a few things. The Andover Parent Group is there to take the financial strain off of parents a little and make Andover an inclusive school for everyone. No child should miss out on anything down to cost being the issue, the Parent Group like to bridge the gap. We seek to look for new members to support our ongoing work"

You can find out more about your Parent Council by contacting the Head Teacher or The Parent Group Chairperson.

SCHOOL ETHOS

In Andover 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 emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Andover Primary School is also a Specifically Resourced School for the Brechin area. This means that Andover is resourced to support pupils with Additional Support Needs, greater than those which can be supported in their mainstream school. This means that Andover has an Additional Support Needs (ASN) team, consisting of ASN Teachers and School and Pupil Support Assistants (SPSA's). In Andover we also have the Rainbow Room and Green Room which support children with a range of needs such as Autism, ADHD, Emotional Regulation and Nurture.

SCHOOL AIMS

1. To develop and maintain the school ethos which is based on the following values:

We wish for our children to be

- **C**onfident
- **A**chieving
- **H**appy
- **N**urtured

At Andover we want to be the best we can be.

2. To provide within each teaching area, a curricular framework which will challenge pupils to strive for excellence in the achievement of learning outcomes at a level appropriate for them in:

- Literacy and English Language
- Numeracy
- Health & Wellbeing
- STEM Subjects
- Social Studies
- Expressive Arts – Music, Art & Drama
- Religious & Moral Education

3. To foster links with significant parts of the wider community:

- the Local Authority
- parents
- child and family support agencies
- cluster schools
- local community: neighbourhood, business and cultural

Andover seeks to advance the physical, social, moral, intellectual and emotional development of its children. Both in the ethos we create and by the educational activities we provide, all our children are enabled and encouraged to pursue their full potential. **“Our aspiration for all children is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.” (Curriculum for Excellence)**

SCHOOL AND COMMUNITY LINKS

Andover School is an integral part of the community of Brechin. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils participate in community events and competitions organised by the church, Rotary Club and Community groups. The school choir visit the elderly and pupils participate in sporting and cultural events.

POSITIVE RELATIONSHIPS

<https://www.angus.gov.uk/media/anti-bullying-policy>

We expect that all members of the school community should be polite and show respect for one another. In Andover we use a Restorative Approach. When there is a difficulty we use Restorative conversations to listen to everyone and support all pupils to reflect on their behaviour and to work together to resolve any conflict.

A positive attitude and 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 teachers all have an important part to play in producing this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

We aim to promote positive relationships and an ethos in which children are praised for being self-disciplined, restrained and conforming without losing their own individuality. All classes develop their own classroom charters in line with the Rights Respecting School Bronze award that we have received, which are generated through discussion.

RESTORATIVE PRACTICE

In our school we expect the same level of respect and consideration to be shown in all our relationships; adult: adult, adult: child, child: adult, child: child. We believe that positive relationships are the norm and that any deviation from that should be dealt with effectively, using a restorative approach. When things go wrong, the aim should always be the restoration of relationships and acceptance of personal responsibility for and consequences of actions on behalf of those involved.

Through discussions our staff agreed that we needed to ensure a more consistent approach to rewarding positive behaviour and to ensure that the staff and pupils were clearer about the sequence of consequences for any negative behaviours. In line with the UNCRC and the Rights Respecting School agenda, we have progressed from using class Peg Charts, to using Restorative scripts to support our discussions with the children and different behaviours. The Early level agreed that a simplified version of this should be used within our Nursery and P1 setting to support the transition and the consistent approach across the Early Level. This reflects the current good practice that is already in place across the school and links directly to our Relationships Policy.

Using our Restorative Scripts – Rewarding Positive Behaviour

- Each child has the right to start each new day in a positive way. If a child is demonstrating a positive attitude towards their peers, the adults in the Nursery/School and is modelling positive use of our Social Skills and showing respect then the adults within the school may give the child a green card to show that the child is using 'great choices'.
- If this positive attitude is then continued throughout the session/day, the child may then be given another green card to show they have made 'outstanding' choices.
- As a school we love to hear about this news. The child will then be asked to share this good news with the SEYP/teacher who will praise them and give them a sticker

or class level reward. The Senior Leadership Team love to hear this great news too and when it is shared with them, may receive another sticker or certificate.

Consequences

- If a child has to be reminded of consistent low level behaviour eg. Running in the nursery/school, using loud voices, etc then a yellow visual should be used to remind them to STOP and 'Make Good Choices'. At this time staff will use Restorative scripting to give children a Choice 1 and Choice 2. This may need to be repeated up to 3 times to give children time to reflect and regulate.
- If the behaviour persists or develops further, then the child should be supported with the orange 'STOP and THINK, TAKE 5' OR STOP SNAIL (Nursery) to give them a quiet space to reflect further about their next step. The child should then be taken to a quiet area within the Nursery/School and a keyworker/teacher should use the time to engage in a Restorative discussion with the child or using a Social Story to support if this is necessary.
- If the behaviour continues to escalate, then the child will be supported with the red 'Time to Talk' visual, where a member of the Senior Leadership Team will be asked to support through a further Restorative discussion. There may be a consequence decided with the child at this point and a call made to the child's appropriate adult at home.
- When a child has progressed through any of these stages and it is deemed that the child is 'Ready to Learn' again, then the child should return to class with an opportunity to have a fresh start as the relationships have been repaired.

These strategies provide a consistent approach and language which is based on an ethos of mutual respect, restorative approaches and is underpinned by our values and the Rights of the Child.

CELEBRATING ACHIEVEMENT

Children work hardest when they know that their work 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.

At Andover 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 and are celebrated in class and at school assemblies.

From Nursery, children are allocated to one of four houses, Dalhousie, Panmure, Southesk or Strathmore. Pupils can gain points for their house for good behaviour and by producing work of good quality for them. Prizes are awarded for sporting events, both team and individual and in P7 for effort and all round excellent work.

EXTRA-CURRICULAR ACTIVITIES

There is a range of extra-curricular activities available to your child to participate in, and although these change throughout the year, they generally include:

- STEM Club
- Scottish Country Dancing
- Choir
- Cross Country
- Football Club
- Gardening Club
- Netball
- Cricket
- Young Carers

Some activities run over lunch breaks, others after school.

If you would like to get involved or have an idea for an activity group, please contact the school. We very much appreciate the help and support of parents and the community.

SCHOOL TRIPS/LEARNING VISITS

School trips/learning visits may occur at any time during the school year and are designed to support ongoing curricular work. There is usually a reasonable charge which is necessary to meet the cost of transport. We will always notify you of these outings and specific consent forms are issued. You will also be asked at the beginning of each session to give blanket consent for incidental trips out of school i.e. to the local supermarket, fire station, leisure centre, local parks etc.

FOOTBALLS AND OTHER ARTICLES KICKED OR THROWN ON TO OUR SCHOOL ROOF

The Authority's insurance arrangements do not permit our janitor to go onto any of our roofs for any purpose. When objects land on the roof, they have to remain there until a worker who may access the roof comes to school.

PUPIL VOICE

There is an active Pupil Voice at Andover School in the form of our Junior Leadership Team including representatives from all classes. The Junior Leadership Team members are selected by their class peers at the beginning of session they hold office for the duration of one year. Throughout the year they will meet regularly with Mrs Waddell (Depute Head Teacher). They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur.

"We meet with Mrs Waddell regularly and discuss how we can make our school better in every way. We get to make decisions about our school and our learning"

LEARNING OPPORTUNITIES

We have high expectations for all our pupils and encourage them to foster independent learning skills and personal responsibility. Children learn in a variety of contexts independently and in groups including: ability, co-operative and social.

THE PUPILS' AND PARENTS' VOICES

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together

the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents and will be encouraged to support the learning in learning in different ways e.g. talking about the topic, watching a relevant TV Programme, going on a visit etc.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Curriculum events for parents are held to share the work of the school first-hand. Presentations which provide information related to learning and teaching in literacy, numeracy and health & wellbeing are shared with parents.

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

EARLY LEARNING AND CHILDCARE

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our ELC class offers sessions between 8am-1pm and 1pm-6pm, five days a week, 228 days of the year. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Brechin Community Campus Tel:- 01356 237100 and other Primary Schools within the Angus area. The Head Teacher of Brechin High School is Mrs Fiona Lawrence. During P7 the cluster liaison teachers from Brechin High School visit regularly throughout the year. P7 pupils visit Brechin Community Campus on a regular basis to familiarise them with the secondary school and to have opportunities to learn in this new environment.

MOVING BETWEEN SCHOOLS

When a child moves to a new school their class teacher will communicate with the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organise a visit to the new school (if possible) in advance, to support the child in the move.

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

SCHOOL IMPROVEMENT

Every school session a detailed report is submitted to Angus Council. This details the improvements that Andover have made, and it identifies the school's next steps. The next steps inform the School Improvement Plan for the following session.

We use a wide range of data to inform this report. Data derived from staff, parents, children, partners, visitors to the school and the local community.

A full version of this report can be obtained on request.

Raising attainment within Reading and Numeracy:

The majority of pupils in Primary 1, 4 & 7 have achieved the appropriate level in Writing. While the majority of pupils in Primary 4 have also achieved First level in Reading and Numeracy, while most achieved in Listening and Talking. Most Primary 7 pupils have achieved Second Level in Reading, Listening & Talking, and Numeracy. The majority of pupils in Primary 1 have achieved Early level in Reading, almost all achieved in Listening and Talking while most achieved in Numeracy.

Reflecting on our approach to school improvement this year, it has been largely successful. The staff began working in groups to develop consistent planning approaches, audit, purchase and organise resources and develop a consistent approach to baseline assessment, ongoing assessment and recording these. This work will continue to be developed in the coming session. All staff are now able to plan across these pedagogical approaches and we will focus on the Moderation Cycle in the next session.

All staff feel more confident in the use of IT to enhance their learning and teaching. They indicate the positive impact of SEESAW to communicate with parents, organise and schedule work and continue to use this platform to share learning. All staff now understand our consistent approach to sharing learning and teaching with parents on SEESAW. Primary 7 staff are becoming increasingly more confident in the use of Google classroom in class to support transition. Seesaw will continue to be used as an effective tool to communicate with parents.

All staff fully participate in collective learning linked to our School Improvement Plan, which has developed their knowledge and understanding of Planning, Learning and Teaching, Assessment and Tracking approaches to support all learners.

Through termly Planning, Attainment, Achievement and Tracking meetings (PAAT) staff have the opportunity to discuss and reflect upon teaching methodologies, assessment strategies and evaluate how this has impacted on the pupils and identify future improvements. With the use of the Angus Tracking Tool we are becoming more confident at monitoring the progress and improvement of our pupils.

We have continued to develop the 'Sunny Room and Green Room' to support specific learners who may be at risk of 'missing out', through accessing Nurture or Social Skills groups.

Interventions and impact:

Alba Explorers/ Outdoor Learning – encouraging pupils who are not engaging with school and academic learning to achieve in our outdoors, and build confidence of those struggling with anxiety and social skills.

Impact:

- Almost all teachers reported that pupils have increased engagement in learning as a result of outdoor learning, documenting their experiences as a way to engage with writing and science
- All pupils look forward to and attend school when they have a session with Alba Explorers
- Most pupils who are anxious in the classroom have reported that they are more confident to volunteer answers and engage in small groups when working in the outdoors

Allocation of Expenditure/ What we did:

Supporting attainment in Literacy – 5 staff trained in SRS

Impact:

- 5 further staff have now completed training and have begun to implement the approach to teaching reading/ writing
- Primary 1 and 2 are confidently using SRS to read and writing, ensuring a consistent approach in Early level and start of First level

Allocation of Expenditure/ What we did:

New Solutions – targeted support for specific pupils struggling with anxiety and school refusal

Impact:

- Pupil always attending school on Monday, when previously absent
- Working with parents to give support strategies to help their child when struggling with anxiety/ school refusal
- Supporting pupils while waiting Clinical Psychological support from CAMHS

Pupil Equity Funding plans for session 2023-24

- Alba Outdoor Learning – developing pupil engagement
- New Solutions – Mental Health support
- SRS – targeted support for teaching reading
- Brechin Community Football Trust – developing pupil engagement

Targeted teaching (0.5)

SCHOOL IMPROVEMENT PLAN

Some key objectives from our School Improvement Plan are:

- We have decided to focus on *pedagogical approaches* as part of our next 3 year cycle to make certain we are providing rich and engaging experiences for our children. Pedagogical approaches are the science and art of teaching and in the current climate of education, we have picked those that sit within global and national priorities, while taking into consideration our context.

The pedagogical approaches we are focusing on are:

- Moderation Cycle (Planning, Assessment and Tracking)
- Communication
- CLPL/Resources
- Each of these approaches are as important as the next, in their own right. We do not want to add to our already full timetable, but consider how we approach learning to develop these approaches. There is a huge amount of crossover between each approach, with play feeding into the outdoors and the use of technology to document, record and supplement learning. There is also the overarching skills that will feed into each approach and something that as a school, we want to tie in with all of our developments. The Skills for Learning, Life and Work agenda, alongside the Meta-Skills 4.0 document will help support this. By June 2024 all teachers will demonstrate increased levels in their professional judgement of data, as part of the Moderation Cycle.

As we develop, we will look for areas in our drivers to adopt PDSA cycles and collect data to inform improvement, whilst demonstrating our improvement journey.

BOOKBUG & READ, WRITE, COUNT

The Bookbug and Read, Write, Count programmes aim to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P1 (Bookbug) P2 and P3 (Read, Write, Count) pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents. Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website offers a range of hints, tips and advice to help parents engage in their child's learning.

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

Specific school staff attend to first-aid and we have regular visits from the school nurse and dentist. Please tell us as soon as possible if your child has a specific medical condition. Medical forms/permissions need to be completed before any medication is administered at school.

You can contact your school health staff at: -

School Nurse – Amy Edwards
Community Health Nurse
Whitehills HCC
Station Road
Forfar
DD8 3DY tel: 01307 475274 mobile:07977791482

tay.chinfo@nhs.scot

DOGS IN SCHOOL GROUNDS

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs. So, please ensure dogs (except for 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. We ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

USEFUL LINKS & CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit <https://www.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

https://www.angus.gov.uk/schools_and_young_people/primary_school

