

Pupil and Parent Handbook 2024-2025



Letham Primary School

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Letham

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

Contents

VISITS OF PROSPECTIVE PARENTS	4
SCHOOL UNIFORM.....	4
PARENTAL CONCERNS	4
THE COMPLAINTS PROCEDURE.....	4
PARENTAL INVOLVEMENT	4
BECOMING INVOLVED IN SCHOOL.....	4
SCHOOL ETHOS	5
SCHOOL AND COMMUNITY LINKS	6
POSITIVE BEHAVIOUR MANAGEMENT.....	6
CELEBRATING ACHIEVEMENT	7
EXTRA-CURRICULAR ACTIVITIES.....	8
PUPIL LEAD GROUP	9
LEARNING OPPORTUNITIES	10
THE PUPILS AND PARENTS VOICE.....	10
THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL.....	10
EARLY LEARNING AND CHILDCARE	11
LIAISON WITH SECONDARY SCHOOL	11
SCHOOL IMPROVEMENT	11
MAIN ACHIEVEMENTS.....	11
IMPROVING STANDARDS.....	12
SCHOOL IMPROVEMENT PLAN	14
HEALTH CARE.....	19
DOGS IN SCHOOL GROUNDS	20
USEFUL LINKS AND CONTACT DETAILS.....	21
ANGUS COUNCIL WEBSITE.....	21
OTHER WEBSITES.....	21

CONTACT DETAILS

School Roll: 165

Head Teacher

Miss K Frain

Depute Head Teachers

Mrs C Hudson / Mrs Williamson

Class Teachers:

P1

Mrs A Sabti

P2

Mrs P Marshall

P3

Mrs Batard

P4

Miss Ferrie

P5

Mrs Green / Mrs Williamson

P6

Miss T Wakeford

P7

Mrs M Skene

ELCC

Mrs Littlejohn SEYP
Mrs Hopwood EYP
Miss Messeter EYP
Miss Sherrit EYA

Mrs Millar EYP
Mrs Napier EYP
Miss Baillie EYP

School and Pupil Support Assistants

Mrs P Scott Mrs L Deas

Senior Clerical Assistant

Mrs C Vannet

CONTACT DETAILS
Letham Primary School
3 Braehead Road
Letham
Angus
DD8 2PG
01307 494270

letham@angusschools.org.uk

THE SCHOOL DAY

Stage	Start	Break	Lunch	Close
Primaries 1 - 3	9.00am	10.40-11.00am	12.30-1.30pm	3.20pm
Primaries 4 - 7	9.00am	10.40-11.00am	12.45-1.45pm	3.20pm
ELCC	9.00am			3.00pm

VISITS OF PROSPECTIVE PARENTS

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

Once your child has been allocated a place we will invite you to meet the staff and children, find out more about the curriculum and share information about your child.

SCHOOL UNIFORM

School uniform is not obligatory and is flexible. The school uniform consists of: grey trousers/skirt/pinafore; white polo shirt/white shirt; navy or school sweatshirt/grey cardigan. PE kit should be shorts/leggings/joggers and an appropriate t shirt, we just ask no football strips or colours. (As a safety precaution, all jewellery must be removed before practical activities). Pupils are encouraged to be smart and tidy and although a school uniform can enhance the appearance and the reputation of our school, we do not insist that it is worn, we just ask that all children come to school appropriately dressed.

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. If you would prefer to discuss the issue with a member of the leadership team, please contact Miss Frain

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

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 ELCC and in classes
- 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
- Community Session activities e.g. board games, art and craft in small groups
- Supporting educational visits/trips

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/allotment areas

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

All parents are invited to attend three Pupil Learning Conferences throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10 minute interview and hear their child explain their learning journey for this session. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to support their child on a daily/weekly basis with the completion of homework tasks as advised by the school.

All classes send home a monthly learning journey which gives parents the opportunity to discuss ongoing learning with their child/ren.

SCHOOL ETHOS

Relationships with Learning – “To always give of our best and be all we can be”

At Letham Primary, in partnership with parents and the community we aspire, through a caring, relational approach and high quality learning and teaching, to create an ethos which ensures an honest, respectful and stimulating environment thus nurturing every child towards reaching their potential and enabling them to have the skills (academic, social and moral) and confidence to embrace the world in which we live.

Our Relationships with Learning Policy is available from the school office.

A positive attitude is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing this. The values, goals and expectations of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our goals and expectations are devised in consultation with pupils, and support and guide children in making good choices both academically and socially. These are discussed and amended as required throughout the session

Throughout the year pupils engage in activities which aim to empower them to cope with situations and challenges they encounter in everyday life, to see things from another point of view, to build resilience, to develop an 'I Can' and 'I am responsible' mindset.

All pupils are made aware of the well-being indicators and these are promoted through school assemblies, weekly community sessions and every day practice.

S – Safe
H – Healthy
A – Achieving
N – Nurtured
R – Respected
R – Responsible
I – Included

At Letham Primary we have developed a policy guideline '**The Way we Do Things Round Here**'. This exemplifies our rationale, our vision, values and aims, and 'the way we do things round here'.

Letham Primary has its own anti-bullying policy in line with that of Angus Council. We regularly promote this policy with pupils and parents through assemblies and parent and pupil leaflets. Our policy is available from the school office.

SCHOOL AND COMMUNITY LINKS

Letham Primary is an integral part of the community of Letham. 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 organisations and businesses in the local community.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

BEHAVIOUR MANAGEMENT – Restorative Approaches

Our Behaviour Management reflects the 'Community' ethos we strive to create:-

- Each member feels cared about
- Members are encouraged to care about each other
- Experience a sense of being valued and respected – the children matter to one another and to the adults
- If one member is absent they are missed
- Differences are accepted and supported
- Help is given to each other (not for external rewards or recognition but because it's the right thing to do)
- Each child feels competent (academically and socially)
- Build connections between children
- Demonstrates personal and collective responsibility.
- Has an understanding of values and social justice.

Restorative Approaches underpins our interactions and we are proactive in developing communication and skills necessary to make this achievable.

This means that: -

- All members of staff will listen and respond appropriately to any incidents (social and academic)
- Staff will not make judgements or take sides
- Staff will endeavour to support all pupils involved in any incidents.
- Consequences are reflective of the seriousness of the situation and consideration is given to individual needs (vulnerable individuals and pupils with ASN).
- The children are aware of non- negotiable breeches. We use restorative approaches to oust the behaviour whilst at the same time looking after 'all' the children involved. We work together to repair any damage caused.
 - We deal with conflict and disruption in a timely manner
 - We repair harm in the aftermath of wrong doing
 - We address issues with all involved
 - We work with those involved to find the best solution for what has happened
 - We embrace a diversity of solutions by understanding that there may be many ways to solve a problem
 - We focus on what needs to happen to repair harm
 - We look at what needs to happen to prevent further harm
- Whenever possible the children are encouraged to reflect on their own and the behaviours of others and be involved in decision making processes around making things better.

We work collaboratively with families and other agencies to 'get it right' for all children.

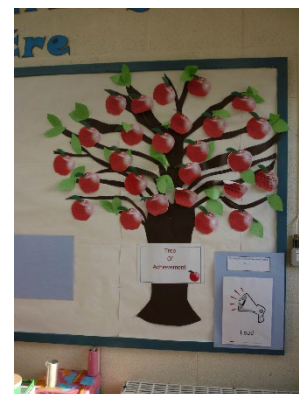
(Please see our Relationships with Learning Policy and 'The Way We Do Things Round Here' guidelines.)

CELEBRATING ACHIEVEMENT

As soon as you enter Letham Primary it is clear to see that pupil achievement is celebrated and shared for everyone to see.



TREE-mendous – situated on the wall outside the head teacher's office is a tree which changes with the seasons. Every term our display recognises the achievements of the pupils and is updated for all to see. We celebrate and display achievements from the world outside the immediate school environment. Pupils bring in pictures, trophies, certificates, newspaper articles of anything they are proud of achieving, from activities they do out with school, such as clubs, scouting, charity events etc.



We are committed to developing a Growth Mindset and a love and commitment to learning and making the right choices for the right reasons. As such, over the last few years, we have reduced our use of certificates, stickers etc. All members of staff at Letham believe this is having a very positive effect on effort, and willingness to learn; and being ethically sophisticated.

All of the above is encompassed within our 'Relationships with Learning Policy' which is available from the school office.



ELCC Achievement Tree



EXTRA-CURRICULAR ACTIVITIES

- After School Clubs – At Letham the clubs change regularly trying to provide different opportunities to encompass a range of interests.
- Running – We are committed to improving our Health and Wellbeing and pupils in the upper classes take part in a running after school club led by members of staff.
- Gardening – We are committed to looking after our outdoor environment. Pupils and teachers try hard to maintain it. With the on-going support of parents and the local community we believe it will continue to be significant learning resource.
- Digital Leaders – Every year pupils from P6 and P7 apply for the position as a digital leader. After an interview process they take on the role of supporting the use of digital technologies in school. They maintain and look after equipment, support teachers using digital technologies in class, present important information at school assemblies, run lunchtime clubs, lead professional staff learning and many more responsibilities as and when they are needed.
- Buddies – Everyone at Letham demonstrates a respectful, friendly and caring attitude towards everyone. To aid this process and to provide support to new primary one pupils they are given 'Buddies' from the P7 class. Each pupil meets their buddy whilst in ELCC where they play and work together regularly. The 'Buddy' system gives new pupils the support and confidence to enjoy school from their very first days. The P7 pupils also benefit greatly from working closely with younger pupils
- Friendships – In the playground pupils are encouraged to 'look after each other'. There is a friendship bench if someone is lonely or has no one to play with, there are rotas on the school climbing wall and climbing equipment, where pupils are

encouraged to work in pairs supporting each other.

- Community Groups – In order to facilitate our vision on community ethos, time is allocated to community groups. Community sessions are structured so that children are given the opportunity to reflect on values and what this means to how we behave and 'are'. Activities are planned to develop team work as well as develop independence skills; and to celebrate differences and individuality as well as highlighting interdependence. Pupils are encouraged to share their views and help direct school life. Community groups may be organised in classes and at other times will be a mixture of ages across the school. We endeavour to invite parents and members of the community to be involved in some of these sessions.
- 'Our Views Count' – The pupils of Letham are involved in many important decisions about their education. Pupil voice is an integral part of the school improvement plan where pupils discuss key objectives, looking at the impact of learning and teaching, how it is changing and how it can be improved, both in and out of the classroom.
- Pupil Learning Council – The pupils meet regularly and discuss many aspects of learning and in teaching, often devising next steps and plans for our improvement journey. e.g. The learning council have their own improvement agenda and they often devise a PDSA (Plan, Do, Study, Act) to be taken forward by each class.

PUPIL LEAD GROUP



Our Rights Respecting Schools and Pupil Council lead groups took the decision to collaborate and work together as one team for session 2024/25. The group have renamed themselves "The Dependables" and their main vision is to work for the benefit of all learners in the school, from the ELCC to P7. The leaders of the group undertake various roles and responsibilities for the benefit of all. Their key focus is to ensure that we as a school value and deliver the ABCDE of rights.

A

Rights are for
ALL children.
UNIVERSAL

B

Rights are there
at BIRTH.
INHERENT

C

Rights CANNOT
be taken away.
INALIENABLE

D

Rights DO NOT
have to be earned.
UNCONDITIONAL

E

All rights are
EQUALLY important.
INDIVISIBLE

Leaders of the group also plan, create and deliver various learning contexts and events throughout the year, e.g.: World Children's Day in November. Fundraising for different events is also a key part in the work that they do. The group will begin their recruitment drive for new leaders for session 2025/26, where applications will be sought, interviews undertaken and key positions chosen for children from across all classes. This ensures

equity for all. The Dependables and the staff and learners of Letham Primary School continue to work towards GOLD Rights Respecting Accreditation.

LEARNING OPPORTUNITIES

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

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design. Children and young people, throughout their education, will have the opportunity to discuss with their teacher the contexts, 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 at the start of the topic, and will be invited to support the learning by e.g. sharing resources from home, discussing learning with their child and/ or visit the school to share a talk.

Parents will be invited to share and make comment regarding the planned work for their child, at various points throughout the year, and are encouraged to feedback at any time.

Pupils and parents share the learning journey in a variety of ways... Monthly Learning Journey, Twitter, WOW Folder, pupil learning conference. Parents are encouraged to engage their children in talking about and sharing their learning journey on a regular basis.

A Pupil Learning Council impacts on the day to day running of the school and is a crucial part of our improvement journey. The pupils have a direct say in where we are going and how we are going to get there. The pupils have co-created their own school improvement plan in line with the school's driver diagrams. This creates greater ownership, understanding and role and responsibility of the improvement process.

With the advancement in digital technology most communication and seeking parent and pupil voice is done through the use of Microsoft Teams. The impact is that more people can have easy accessibility in having a say.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

- The curriculum for Letham Primary is based on a working curriculum rationale. This has been developed in conjunction with pupils, parents and staff. The rationale is based on local and national guidance and is based around our own customised progressive pathways. At all times consideration is given to individual, local and national initiatives. (The rationale was updated taking into account school, pupil and parent voice session 2024.2025)
- At Letham we regularly share learning with our families in the form of curriculum open events, our monthly learning journeys, and through other social media means. Parents and pupils are considered valued partners in any decisions regarding curriculum.

- The school maintains close links with Forfar Academy 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. We moderate our curriculum regularly internally and externally.

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.

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 9am-3pm, 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 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 Forfar Academy 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.

SCHOOL IMPROVEMENT

MAIN ACHIEVEMENTS

- We maintained consistently high standards of attainment.
- The improvement plan has had great impact not only on attainment but on the holistic development of our pupils.
- Successful and strong community links.
- Our learners are motivated, stimulated and eager to participate in their own learning.
- Pupils are actively involved in their own learning.

- Our pupils play an essential role in the overall life of the school and the community. Visitors to the school comment that our pupils are polite, confident, enthusiastic, articulate, showing eagerness and willingness to interact.
- Pupils, parents and staff work together as part of a successful team.
- Continued Professional Learning is collegiate; it has a unity of purpose, feeding into the improvement process for the school and our pupils.
- We work collaboratively to provide a stimulating, enjoyable, motivating curriculum, featuring personalisation and choice.
- We have clearly established good working relationship with parents and the community, in all aspects of school life. We reinforce this at every appropriate opportunity. We work on joint projects and involve parents.
- We continue to work hard on improving our cyclical processes for self-evaluation.
- We have successfully implemented a much more active style approach to our teacher toolkit.
- Our SIP is progressively more forward thinking, showing vision for the future - an extended improvement cycle.
- Aims, vision and values are shared effectively; these have been updated in line with our curriculum rationale by all involved in the education at Letham.
- We have very positive communication links and make every effort to involve everyone in decision making.
- Our environment is pleasant and stimulating, we are well resourced, with up to date resources.
- The pupil voice has been enhanced through the ongoing development of our Pupil Learning Council. Pupils share their learning journey directly with parents through a variety of sources i.e. Pupil Learning Conferences (Parent consultations / evenings)
- Improvements in communication in relation to sharing the language of learning continues through the use of Enhanced Learning Journeys which are shared at the start of each month, Twitter, QR Codes, WOW Folders, etc.
- We recognise and celebrate pupil achievements both in school and out with. Encouraging the children to recognise the value of education and the impact it has on everyday life.

IMPROVING STANDARDS

- Levels of attainment are good; children are developing a deep understanding across all aspects of literacy, numeracy and inter disciplinary subjects.
- We are trying to make best use of all assessment data (standardised assessments, classroom based assessments and teacher judgment.) This includes the national

benchmarks and national assessments.

- In literacy children have experiences and success in a wide variety of learning opportunities. We continue to build up our bank of literacy resources that support our Back to Basics and literacy for the 21st century philosophy.
- In numeracy teachers have developed their understanding of how best to teach numeracy through taking part in numerous professional opportunities. Pupils have experiences in a wide range of conceptually appropriate tasks. We have continued to build up our bank of resources to support the teaching of numeracy. The school has been involved in many showcase events highlighting good practice within the teaching of numeracy at Letham.
- We are improving our skills in involving pupils and parents in our reflective, evaluative improvement cycle processes.
- Our journey towards developing a restorative school is progressing. 'Bounce Back', GIRFEC and SHANARRI are integral resources in our daily classroom practice. Their meaning, message and philosophy are impacting on the day to day running and life of the school. The importance of developing effective relationships continues to impact positively on the overarching ethos of the school.
- We are continually developing a growth mindset culture with children and staff which impacts on pupil resilience and perseverance. We are encouraging children to develop intrinsic motivation alongside ethical sophistication.

We are continually broadening our curriculum offer to encompass local, national and global education, giving our children the skills to effectively appreciate and participate in an ever evolving world. i.e. Learning for Sustainability, UNCRC (UN Convention on the Rights of the Child), Rights Respecting School, Global Citizenship, Sustainable Development Goals.

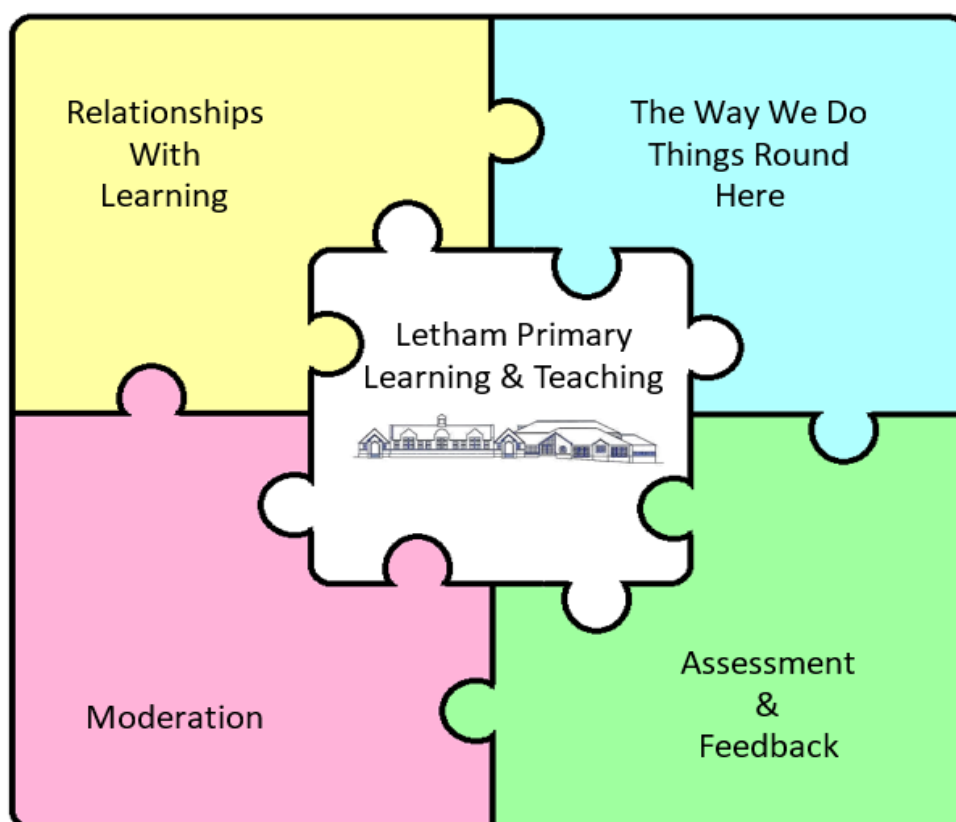
SCHOOL IMPROVEMENT PLAN

The main objectives over the current session are:

- Planning, Learning, Teaching and Assessment - To ensure all learning and teaching is of high quality.
- Improving Writing Approaches - By June 2025, 85% of learners at the end of a level in P1, P4 and P7 will be meeting the expected or exceeding the standard for their stage in writing.

Last session we reignited the positives from our relational community approach to the way we do things round here, we re-energised our current practice for the benefit of our whole school community. This was achieved by carrying out specific work on our 4 main policy documents. The principles and practices within these documents are embedded in the whole of Letham Primary School community.

- **The Way We Do Things Round Here**
- **Relationships with Learning**
- **Moderation**
- **Assessment and Feedback Guidelines**



Many of the documents are interrelated and none exist in isolation...by reviewing the practice as one, we also then reviewed the practice in others. Please see Jigsaw pieces above and the table below.

Vision, Values and Aims	Learner Qualities	Visible Learning	HOTS Pace and Challenge
Brainology	Community Learning Sessions	Mindset	Curriculum
Relationships	Passion Learning	Class and Multi Age Communities	BounceBack
Health Wellbeing Webs	Restorative Community	Praise and Feedback	Self-Reflective Practice
Pupil Voice	Formative Assessment	Learning Intentions and Success Criteria	Peer and Self-Assessment
Letham Moderation Cycle	Summative Assessment	Quality Feedback	Digital Collation of Assessment Data
Rights Respecting School (UNCRC)	Global Citizenship (Learning for Sustainability)	Pupil Equity	Consistent Language of Learning

This session we are working on ensuring that at all stages we have: - High Quality Learning and Teaching Experiences for all. This is being broken down into the following sub headings:

Pupil Voice and Ownership of Learning

Pupil Voice: learners are encouraged and supported to share their voice as part of the learning process. Learners are the driving force of change and help to shape and navigate the curriculum here at Letham PS. Learners are encouraged to become part of our Pupil Steering Groups ("The Dependables", Digital Leaders etc.), these groups act on the voice of the school community and bring about positive change, increased opportunities and plan and support key events, fundraising, campaigning etc.

Vision, Values and Aims: at Letham, our learners aspire to "give of our best and be all we can be." Our VVA were co-created with key stakeholders and these are continually reflected upon during day to day life in the school. Letham Primary School is on a journey where we continue to develop intrinsically motivated pupils, we work to build and develop a growth mindset, build learners' resilience and their ability to "bounce back". We have worked hard to develop our rights respecting ethos and endeavour to actively engage with learning for sustainability.

Learner Qualities: Learner Qualities are continually referred to with all learners from the ELCC – P7. In our ELCC, learners are introduced to their "Superhero Choices", this supports learners to engage with our expectations in a manner that is age and stage appropriate to them. Learners in our infant classes further develop their knowledge and understanding of our learner qualities by linking them to special characters. These are continually referred to throughout the school day. Examples include; 'Respectful Rabbits', 'Listening Lions' etc. In our upper classes, learner qualities continue to become embedded into daily practice and inform expectations of all.

Pupils Leading Learning: at Letham PS, learners are encouraged and supported to lead in their learning journey. Learners play a pivotal role in planning and shaping the curriculum. Learners' thoughts, ideas, choices and voices are sought in both academic and social contexts. Learners play a key role in sharing what they already know, what they want to learn, how they feel they can achieve this and they also have the opportunity to evaluate how a learning context has gone. Learners play a key role in supporting class teachers to

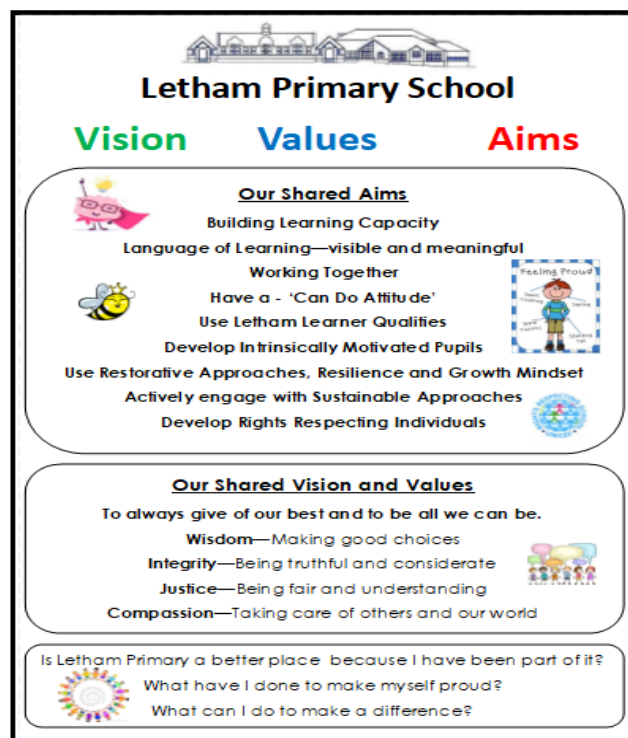
co-create learning intentions and success criteria across many areas of the curriculum. This supports learners' ownership of their learning journey.

Play: learning through play is encouraged and supported within our ELCC and infant classes. Learners are offered play experiences that support and challenge, offer a level of risk, open up opportunities to problem solve and support real life learning experiences. Learners play a role in developing play within each setting and this enhances their day to day learning experiences. Play is linked to specific curricular contexts and extends and challenges learners individually, as a group and as a whole class.

Peer/Self-Assessment: opportunities for peer and self-assessment is planned across many areas of the curriculum. This supports learners to engage with their peers and offers the opportunity to celebrate positives in learning and identify possible next steps. Learners also benefit from regular opportunities to self-assess themselves against specific success criteria, this enhances their engagement and further develops ownership of their learning journey.

Feedback: feedback can be shared in a variety of ways. Learners can receive feedback orally, using a traffic light system, in a written format, from the class teachers or from their peers. Feedback is given in a time sensitive manner. Feedback is key to completing the learning cycle and informing next steps in learning. Feedback is purposeful, it needs to impact on future learning targets and feeds directly into the learning and teaching cycle. Quality time is allocated to share feedback with learners on a 1-1 basis, this enhances learner engagement.

Listening and Talking: learners are assessed in listening and talking as part of learning in Literacy and across other curricular areas. Opportunities for children to present, talk aloud etc. supports their confidence and allows them to recognise the importance in talking aloud to an audience. Listening is also a key focus where children need to continually develop these lifelong skills.



Letham Primary School

Vision Values Aims

Our Shared Aims

- Building Learning Capacity
- Language of Learning—visible and meaningful
- Working Together
- Have a - 'Can Do Attitude'
- Use Letham Learner Qualities
- Develop Intrinsically Motivated Pupils
- Use Restorative Approaches, Resilience and Growth Mindset
- Actively engage with Sustainable Approaches
- Develop Rights Respecting Individuals

Our Shared Vision and Values

To always give of our best and to be all we can be.

- Wisdom—Making good choices
- Integrity—Being truthful and considerate
- Justice—Being fair and understanding
- Compassion—Taking care of others and our world

Is Letham Primary a better place because I have been part of it?

- What have I done to make myself proud?
- What can I do to make a difference?

Pupil Engagement

Increased group working: working as part of a group, a pair or within a cooperative learning group supports learners to recognise the key role they play as part of a team. It also allows them to take on increased leadership roles, delegate tasks for others to do, ensure communication is clear and that every individual within the group each plays a key role in its success. Working as part of a group develops skills for learning, life and work and these continue to develop as children progress on through the school.

Pupil engagement for all; all learners need to be fully engaged with the learning taking place within each and every class. Teachers support this by ensuring learning opportunities are well planned, learning and teaching is innovative and exciting, well resourced, appropriately differentiated to meet the needs of learners as individuals, active, inspiring and purposeful. Learners recognise the purpose in what they are doing and why. Links to real life experiences are identified and shared.

Totality of the curriculum (planning for the whole curriculum); All curricular areas are planned for at all ages and stages. Where appropriate, cross curricular links are made and learners experience a broad, open ended learning experience. The totality of the curriculum ensures we are setting up our learners for a life in our ever evolving, digital, 21st century. Our curriculum rationale has recently been updated taking into consideration the voice of parents, pupils and staff.

Meeting the needs of all pupils/ learners

At all times, caring, supportive and rights respecting language and approaches are used. Our children are treated with respect in an environment where we as the adults, are the duty bearers of their rights.

Differentiation: meeting the needs of all learners as individuals ensures that all learners progress at a pace that is most suitable to them. Some learners benefit from additional support, increased challenge, support from external agencies, they benefit from varied learning experiences and from opportunities to work independently or as part of a group. Learners are continually encouraged to set their own level of challenge and are offered 1,2 or 3*** challenges. Learning is planned to meet the needs of all and learners are continually encouraged to work towards "being the best that they can be."

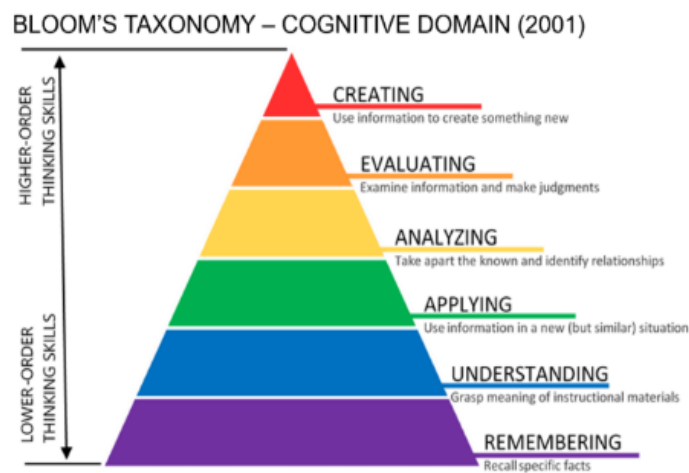
Pace and challenge: challenge is offered to all learners across all areas of the curriculum. Learners have opportunities to set their own level of challenge (where appropriate) and learning moves at a brisk pace. There are no opportunities for "down time" as we have a jam packed curriculum on offer.

Assessment: assessment is key in informing future planning, learning and teaching. Assessments are undertaken prior to new learning beginning so teachers can gauge the current knowledge and ability of learners and this informs future planning, learning and teaching. Assessments are recorded to measure and review the impact of learning and teaching across a 6/8-week block.

Learning Intentions and Success Criteria: LI and SC are shared and at times, co-created with learners. This continues to support and enhance their learning experiences and provides them with increased ownership of their learning journey. LI and SC link directly into the feedback process.

Plenary: plenary sessions take place at the end of a lesson(s), to recap what the learners have learned and achieved. This provides opportunities for quality discussion, the opportunity to carry out formative assessment and a chance to consolidate learning undertaken.

HOTS: Higher Order Thinking Skills (see diagram below), we use Bloom's Taxonomy of thinking skills, to support learners to go from lower- to higher-order thinking. We expect learners to move from knowledge (information gathering) to comprehension (confirming), from application (making use of knowledge) to analysis (taking information apart), from evaluation (judging the outcome) to synthesis (putting information together) and creative generation. This provides learners with the skills and motivation to become innovative producers of goods, services, and ideas. This does not have to be a linear process but can move back and forth, and skip steps.



Needs met for all: the needs of learners as individuals are met in a multitude of ways at Letham Primary. Learners are offered support / challenge as appropriate. Support and intervention in the form of an Individual Educational Plan (IEP) are co-created and support and guidance can be sought and accessed from our Additional Support Needs (ASN) teacher. Where concerns arise with your child, the school will always ensure contact is made with parents / carers to discuss any concerns and decisions then made that are most suitable for all. Parents / carers will be asked to share in their thoughts / ideas and collaboratively, a plan of action will be created to ensure the child's needs are being met. Learners are treated as individuals and Letham Primary School will continually endeavour to meet the needs of all children.

Teacher judgement: judgement supports the planning, learning and teaching cycle. Teacher judgement is robust and highly evidence based. Teachers ensure they have a catalogue of evidence, assessments and assessment data to support their judgements.

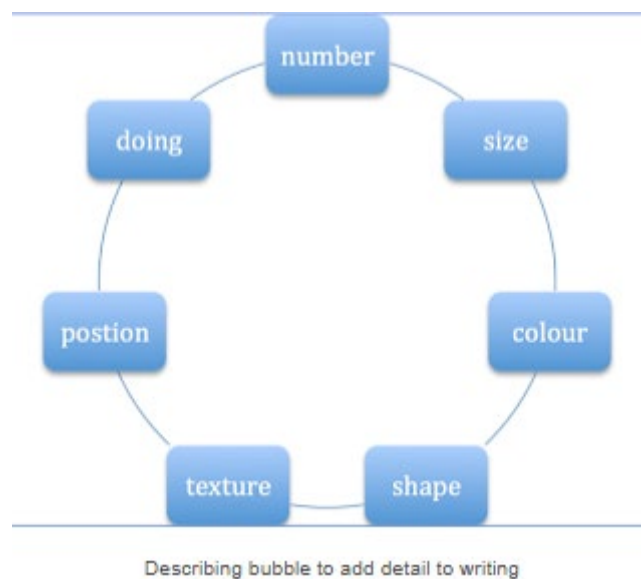
By June 2025, learners at all stages will be meeting the expected standard for their stage in writing. This joint collaborative project with cluster schools is a moderating practice in the teaching of writing across all schools involved enhancing the experiences offered to learners at all stages.

- Overall improvement in learning and teaching approaches within writing
- Increased staff confidence

- Collaboratively evaluate progress through a level with colleagues from three other cluster schools
- Moderation of all writing with several other primary schools
- Improved consistency in learning and teaching approaches in writing
- Higher quality writing produced at all levels, leading to raised attainment in writing
- Families aware of and develop an understanding of the approaches we are using to teach writing and can support children at home

Below is an example from the Stephen Graham 'Explicitly Teaching Writing' Programme – that continues to become embedded in each and every classroom.

Stephen Graham Explicitly Teaching Writing: Describing Bubble Framework



HEALTH CARE

You can contact your school health staff at: -

School Nurse –

Anne McLachlan

Whitehills Health and Community Care Centre
 Station road
 Forfar
 DD8 3DY
 tel: 01307 475274
 Anne.Mclachlan@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.

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: Karen Frain, Caroline Hudson and Dominique Williamson

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