

Liff 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	Liff Primary School and Nursery
Address	Liff, Angus, DD2 5NJ
Telephone Number	01382 768109
Website	Currently under construction
Email Address	LiffGroupcall@angusschools.org.uk
Head Teacher's name	Katie Milne
Class Stages	Nursery, P1/2, P2/3, P4, P5/6 and P6/7
Present Roll	108 children and 16 in the nursery

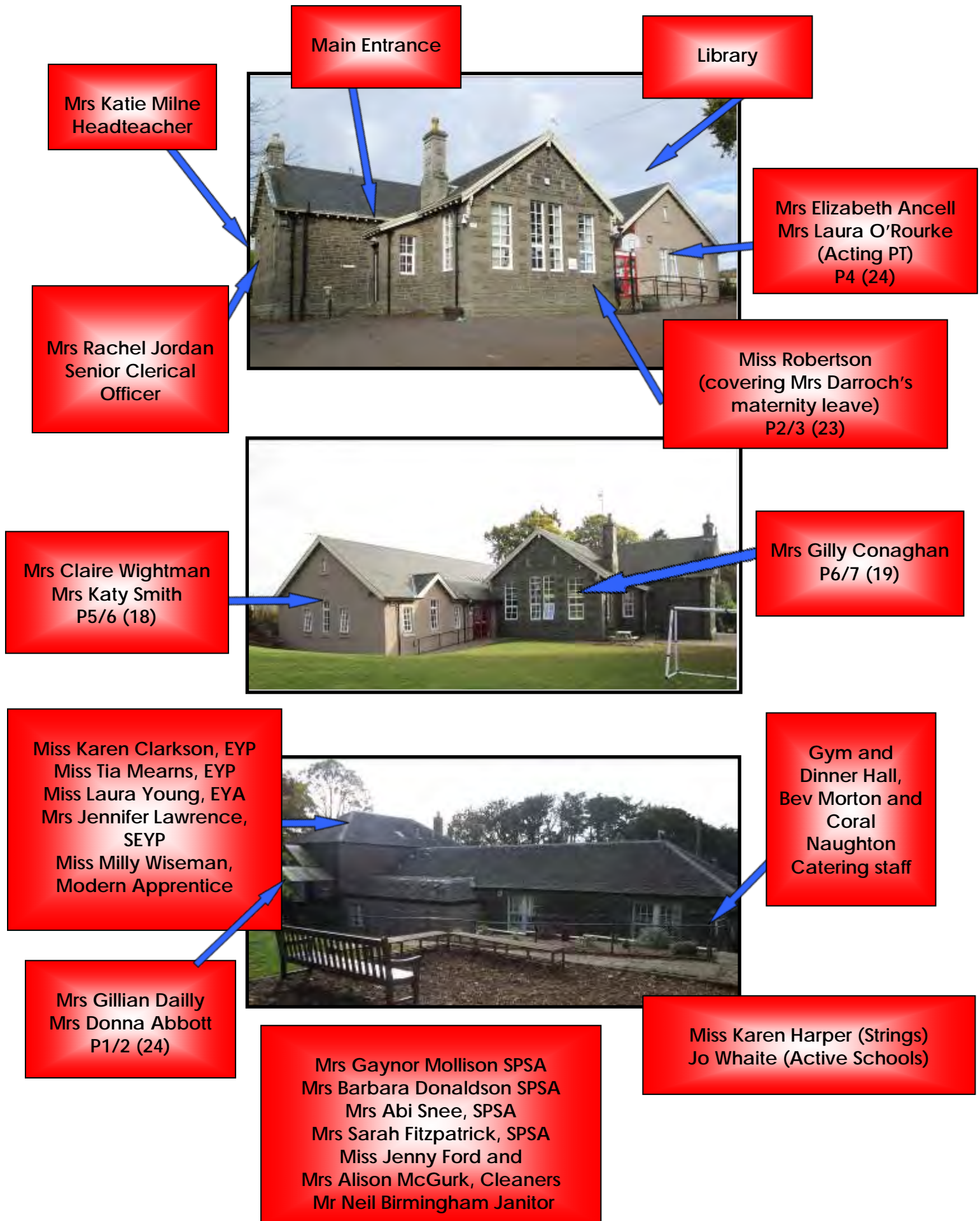
School times;

- **Starts: 9am**
- **Morning Interval: 10.30am – 10.50am**
- **P5 – 7 Lunch: 12.20pm – 1.20pm**
- **P1 – 4 Lunch: 12.30pm – 1.30pm**
- **School finishes: 3.20pm**

Nursery

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our nursery class offers sessions between 8.45am and 2.45pm, 5 days a week, during term time. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears.

Organisation of the School and Nursery



VISITS OF PROSPECTIVE PARENTS/CARERS

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

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

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

SCHOOL UNIFORM

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

Grey skirt, pinafore, trousers, leggings or shorts

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

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

Black school shoes, trainers or boots

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

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

www.schooltrendsonline.com/schools/LiffPrimarySchoolDD25NJ

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

PE kit

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

PE kit consists of;

black shorts/joggies

white/red t-shirt

socks

gym shoes or indoor trainers

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

PARENTAL/CARER CONCERNS

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

The staff will listen to your concern and agree a way forward with you. They will follow-up with a telephone call approximately one week later. This is to ensure all matters have been resolved.

[Angus Council complaints procedure](#)

PARENTAL/CARER INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

At Liff we value the important part parents/carers play in their children's education. We see partnership with parents/carers as way to enhance children's achievements and promote better school ethos and communication. We have a comprehensive calendar of events which we share with parents/carers at the start of the year.

We create many opportunities for Parental/carer Involvement:

- P1-3 reading support, 9-9.30am on days that suit you – we have a fantastic team of parent/carer helpers who come in to class regularly, and we are ALWAYS looking for more volunteers.
- running or assisting with extra-curricular activities – lunch & after school clubs
- helping nursery and on nursery trips
- developing and managing the school library
- sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- reading stories to groups of children, playing reading/phonics games
- supervising board games
- supporting educational visits/trips
- road safety – Bikeability
- class or school trips
- gardening and maintaining our grounds
- Supporting pupil led groups e.g Fairtrade, Eco-Committee
- Fundraising events
- Class trips
- Extra-curricular activities e.g. coaching, sports

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



This parent supported our learning about money and budgeting.



Our well attended cross country club supported by staff and parents.

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

Parent/Carer Discussions about Pupil Learning and Progress

All parents/carers are invited to attend a 10 minute meeting with their child and their teacher. At these meetings you will hear from your child's class teacher, about their learning, progress and next steps. This is also an opportunity for parents/carers to hear how they can support their child's learning at home. These meetings take place in February each year.

Seesaw

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

Homework

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

Open Afternoons and Community Cafes

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



Primary 1 parents/carers were invited in to hear about teaching children to read.



We hold regular community cafes to share our learning with our families.



We gather feedback from our families about various aspects of school improvement across the year.

LIT Primary School
HOME LEARNING
This is how we do it here

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

Sharing Learning with home

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

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

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

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

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

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

How learning may be supported at home...

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

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

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

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

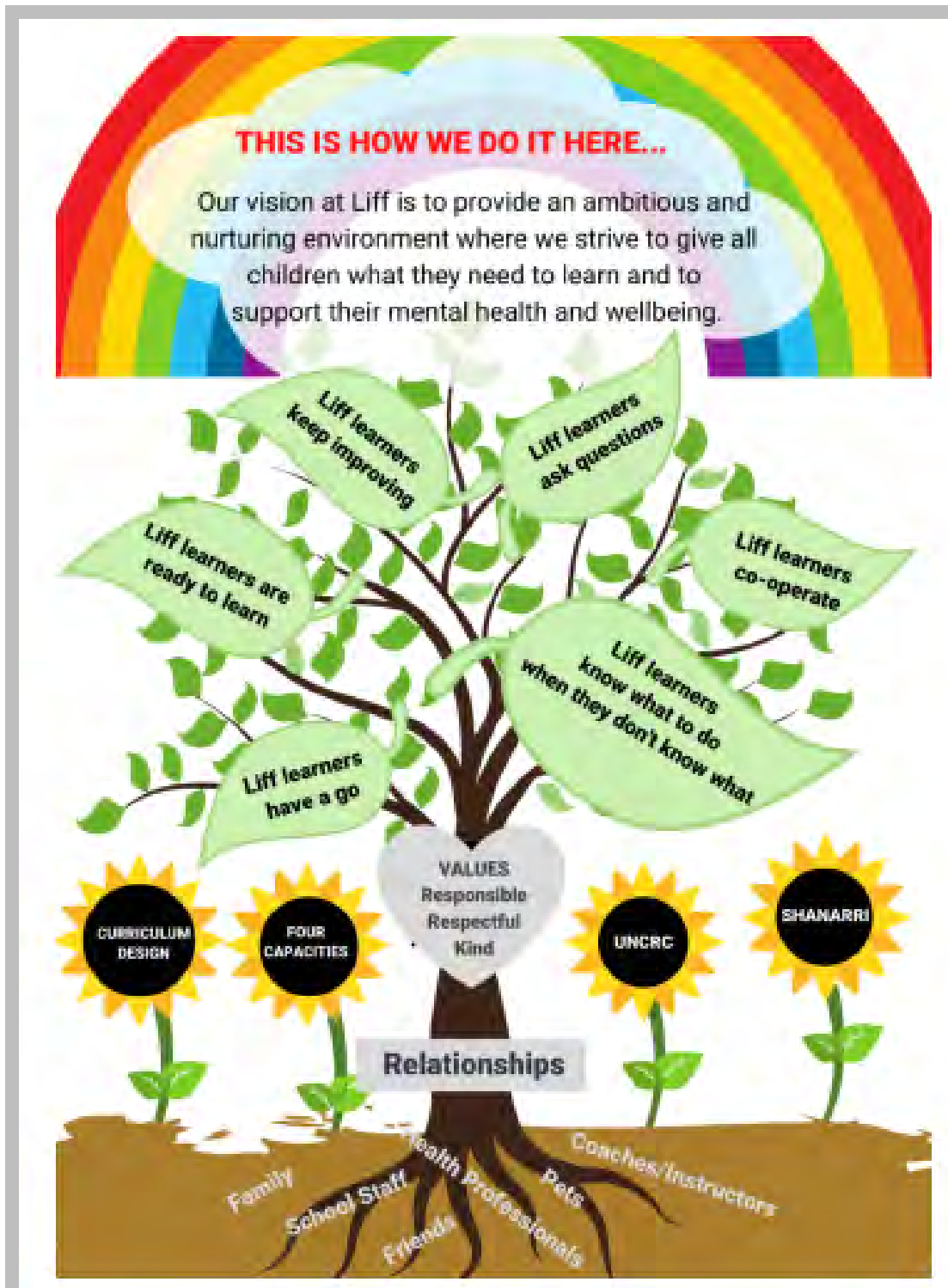
What does the research say?

John Hattie, educational researcher says that homework in primary schools has an effect size of zero. Other studies have found a direct relationship between homework and depression and anxiety. Children adapt well to studying when they need to in secondary school without having 7 years of practice

UNCRC Article 31
We have the right to relax, play and take part in activities.

SCHOOL ETHOS

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



We are committed to developing pupils' spiritual, moral, social and cultural values. We do

this through the ethos and the curriculum. We do this in partnership with parents and take account of the needs of pupils and the views of parents.

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

We are a Rights Respecting School, a Reading School and have our Level 5 School Gardening Award. We have also achieved our LEAF award and Bronze Accreditation from Emotion Works.

SCHOOL AND COMMUNITY LINKS

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



We made Christmas Cards for our community and delivered them.



We raised over £300 to buy items for the Beauty Bank who support different charities.

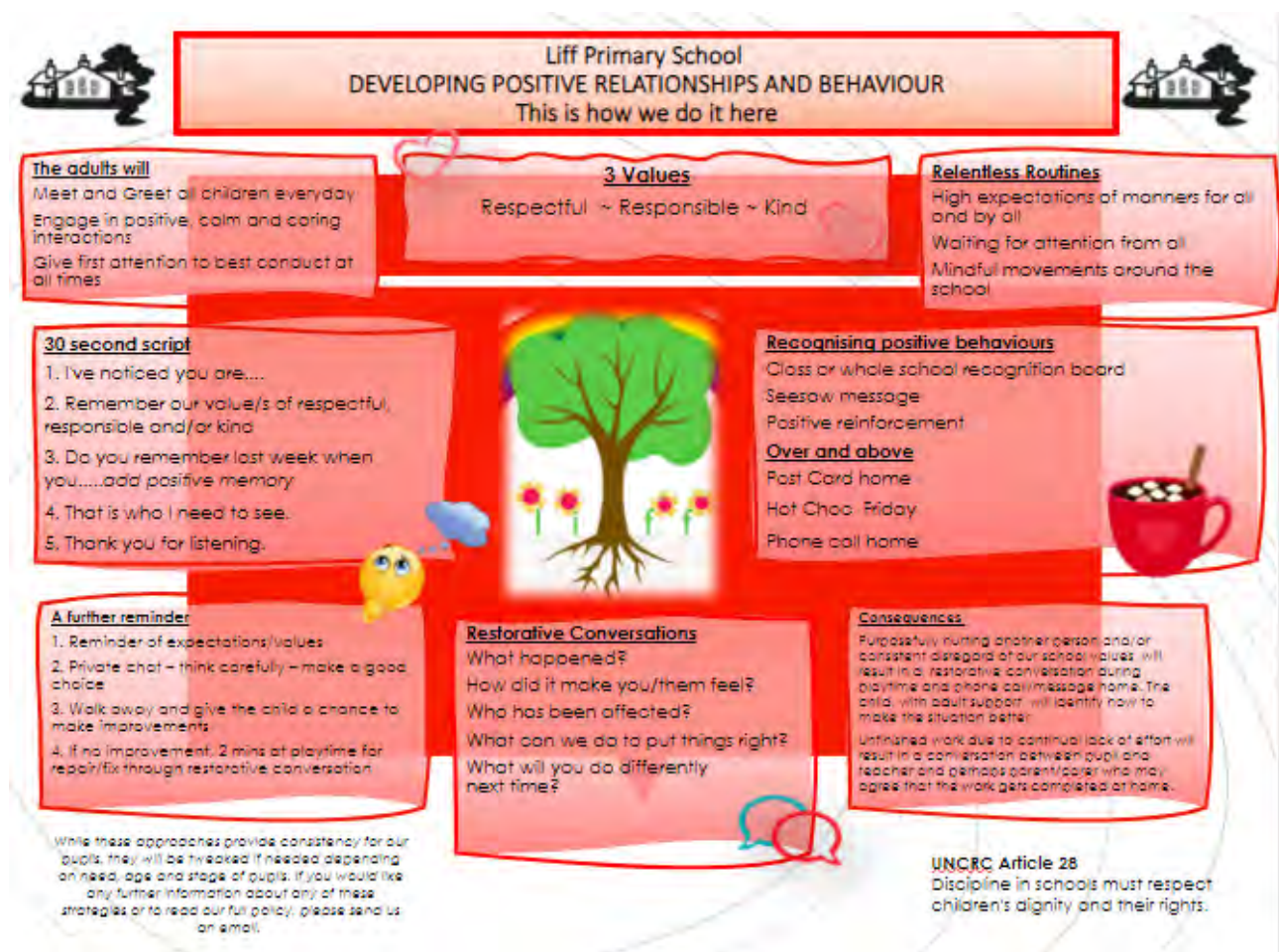
POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

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

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

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



CELEBRATING ACHIEVEMENT

At Liff Primary we are very keen to encourage children to share their success and achievements with staff and other children in our school. Children bring news about their achievements outside school to be displayed on our celebrating success wall.



During assembly time which we call Liff Learning Together Time (LLTT), all children work in Liff Learning Groups. During this time, children work together on school improvement, as well as developing awareness of our responsibility as global citizens. Our P7 children lead activities with the younger children. We also know the importance of learning outdoors so if the weather permits our LLTT takes place in our beautiful grounds.



EXTRA-CURRICULAR ACTIVITIES

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

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



PUPIL COUNCIL

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



LEARNING OPPORTUNITIES

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

Personalisation and choice is one of the seven principles of curriculum design. Children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic. Together they plan the areas of specific focus. This will be shared with parents through the termly overview of learning. We engage in whole school topics at various points throughout the year and share our learning with families during open afternoons.



We are currently reviewing and refreshing our curriculum rationale.

THE PUPILS AND PARENTS/CARERS' VOICE

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

All children are part of a Pupil Leadership Group, known as Skills Squads. Each group is supported by a member of staff and pupils work together to make improvements across our school while developing meta skills. Each group will also take responsibility for leading an assembly.

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

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

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

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

There are links to national information at www.angus.gov.uk/linksforparents.

LIAISON WITH SECONDARY SCHOOL

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



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

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

SCHOOL IMPROVEMENT

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

Our Standards and Quality Report is shared with all parents/carers annually, and illustrates our key strengths and areas for improvement across all aspects of learning and teaching, meeting the needs of the community, management and leadership. The Standards and Quality Report June 2024 is available on request from the school office.

MAIN ACHIEVEMENTS

Some examples of our 2023/24 achievements include;

- The whole school community have been consulted on various aspects of school life, contributing to the development of our curriculum rationale.
- All children are learning about Global Goals and UNCRC through weekly assemblies and in some classes this learning is being further developed.
- All children have completed a My World document which has been used by all staff to support individual needs.
- Almost all staff have explored meta-skills and begun to make links to learning and teaching, alongside the development of the 4 capacities.
- Almost all staff have engaged in a variety of CLPL to develop their understanding of Learning for Sustainability. All staff have started exploring how they can ensure all children receive this entitlement through high quality learning experiences.
- All children are part of a Pupil Leadership Group. Some of these groups have achieved recognition including the bronze Emotion Works award and LEAF award.
- We have refreshed the way in which we plan for IDL learning and all children have been engaged in 3 whole school IDL topics which have been relevant and responsive to their interests.
- The Acting Principal Teacher has created a Literacy Policy which ensures progression from nursery to Primary 7.
- Some staff have shared practice including Daily 5, Keys to Literacy and Wrap Around spelling which has informed our new Literacy Policy.
- Almost all staff have engaged in Explicitly Teaching Writing which has impacted on attainment and engagement. The Acting PT is working with a group of pupils to create benchmarked pieces of writing to support full implementation of ETW.
- All staff have engaged in moderation activities, using benchmarks, with colleagues from within and out with our school setting.
- The Headteacher has triangulated evidence from learning visits, progress and achievement meetings, pupil focus groups and staff self-evaluations as part of robust quality assurance procedures.

All children who have received an intervention to support their learning have made

progress.

Further information can be found in our Standards and Quality Report

IMPROVING STANDARDS

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

SCHOOL IMPROVEMENT PLAN

Our improvement journey this year has focused on;

- Developing a whole school approach to Learning for Sustainability to ensure all learners are receiving their entitlement to LFS.
- Developing a Curriculum Rationale and sharing it with whole school community
- Ensuring all children will make progress and achieve the highest standard possible for them in literacy through high quality learning, interventions, support and challenge
- Developing a health and wellbeing curriculum which promotes inclusion and celebrates diversity

HEALTH CARE

You can contact our school health staff at:

School Nurse Service at Abbey Health Centre on 01241 43030

DOGS IN SCHOOL GROUNDS

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.

So, please ensure dogs (except for service dogs) are not brought into school grounds.

If you are walking your dog to and from school, please remain at a reasonable distance from the school gate.

This will enable children and adults to enter and exit safely.

We'd ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

CHILD PROTECTION 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 Coordinators are Katie Milne and Laura O'Rourke

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

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

USEFUL LINKS AND CONTACT DETAILS

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

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

FINANCIAL ENTITLEMENT DIRECT LINKS

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

OTHER WEBSITES

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