

MAISONDIEU PRIMARY SCHOOL

HANDBOOK 2025/26



MAISONDIEU PRIMARY SCHOOL

'A learning community working together
to help everyone grow and flourish'



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

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CONTACT DETAILS

Maisondieu Primary School:

Address: Maisondieu Primary School
St Andrew Street
Brechin DD9 6JJ

Telephone: 01356 237138

Email: maisondieu@angusschools.org.uk

Head Teacher: Mrs Ruthanna Chalmers

Class Stages: Nursery, Primary 1 to Primary 7

Present Roll: 373

Parent Voice: Maisondieu Parent Voice on Facebook
maisondieu@angusschools.org.uk (for attention of Parent Voice Chair)

The Leadership Team at Maisondieu

Head Teacher	Mrs Ruthanna Chalmers
Depute Head Teacher	Mrs Kirstin Hoggins
Principal Teacher	Mrs Natalie Buchan
Principal Teacher	Mrs Megan Watson

Classes at January 2024 (please note some staff listed may be part-time):

Primary 1	Miss L. Smith; Mrs R. Sneddon; Mrs M. Watson
Primary 2	Mrs L. Duff; Miss F. McKenzie; Miss A. Donkin
Primary 3	Mrs N. Buchan; Miss J. Laird; Miss J. Pullar
Primary 4	Miss H. Scott; Mrs R. Thomson
Primary 5	Mrs E. Armstrong; Mrs J. Cadman
Primary 6	Miss V. Mew; Mrs L. Sharp, Mr D. Scott
Primary 7	Miss J. Young; Mrs. M. Bathgate; Mrs K. Hoggins
NCCT Teacher	Mr D. Scott
Nursery	Mrs C. Beattie; Mrs L. Barnett; Miss S. Fyfe; Miss D. Law; Mrs A. Mackie
School and Pupil Support Assistants	Mrs R. Cheyne; Mrs J. Early; Mrs J. Glen; Mrs J. Ingram; Mrs B. Knellar; Mrs S. Longmuir; Mrs T. McCombie; Mrs K. Mitchell; Mrs D. Ramsay; Mrs G. Walker;
Senior/Early Years Practitioners	Mrs D. Davidson; Mrs E. Francks
Office Staff	Mrs K. Hutcheon; Mrs L. Forbes
Janitor	Mr P. Craig

THE SCHOOL DAY AT MAISONDIEU

Nursery Day

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 runs between 09:00 and 15:00, 5 days a week. Drop off is between 09.00 and 10.00 and pick-up between 13.36 and 15.00.

Primary Pupils

	Primary 1	Primary 2-7
Morning session	09.00 – 10.00	09.00 – 10.30
Break	10.00 – 10.20	10.30 – 10.50
Morning session continues	10.20 – 12.20*	10.50 – 12.20
Lunch time	12.20 – 13.20	
Afternoon session	13.20 – 15.20	

* Primary 1 have a rolling snack routine during this time

BREAKFAST CLUB

Our Breakfast Club runs daily in the Sky Room and can be accessed via the door beside the main entrance. After pupils have eaten, they will go outside to line up with their peers before going to class. **Please contact the school office in advance to ensure that there is a place available for your child.**



SCHOOL UNIFORM

School policy is that a uniform should be worn by pupils and parents are asked to assist us with this.

The following items have been agreed for school wear:

- o black trousers, long shorts, skirt, pinafore
- o white polo shirt (P1-3), white shirt or polo shirt (P4-7)
- o school tie (optional P1-3, expected P4-7)
- o royal blue sweatshirt, cardigan or hoody (with school logo)
- o black shoes or trainers



PLEASE LABEL ALL ITEMS OF CLOTHING

On a day when your child's class has PE pupils should wear PE kit to school.

The following items are suitable to wear for PE:

- o t-shirt
- o shorts/tracksuit bottoms
- o hoodie/sweatshirt



Please note: denim, of any colour, and clothing with any football related logo should not be worn

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others. Thank you

VISITS OF PROSPECTIVE PARENTS

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

Prospective parents are welcome to visit us in order to see around the school and meet some of our staff. Please contact the Head Teacher to arrange a visit.



Once your child has been allocated a place you will be invited along to find out more about the curriculum and to share information about your child.

There are opportunities for parents of new nursery and P1 parents to meet their child's class teacher and senior staff in the summer term.

Should you be wishing to enrol your child at another time e.g. due to moving home etc. please call to arrange an appointment with a member of the school leadership team who will be happy to show you around our school and answer any questions you may have.

Once your child has started school you are encouraged to visit and talk with your child's class teacher. If there is any matter you wish to discuss please contact the school. Parents are always welcome and it is only by school and home working together that we can help our children reach their full potential.

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 via Seesaw in the first instance. If you would prefer to discuss the issue with a member of the leadership team please phone the school office and arrange to speak to:



- | | |
|-------------------------|--|
| o Mrs Megan Watson | Nursery, P1 |
| o Mrs Natalie Buchan | Primary 2, Primary 3, Primary 4 & Additional Support Needs |
| o Mrs Kirstin Hoggins | Primary 5, Primary 6, Primary 7 |
| o Mrs Ruthanna Chalmers | Whole School |

All staff will listen to your concern(s) and agree a way forward with you. They will endeavour to follow-up the initial conversation with a further telephone call to ensure all matters have been resolved satisfactorily.

A member of the school's senior management, or a class teacher (depending on the nature of the concern) will deal with your concern within 24 hours.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

If parents have cause for complaint, they should contact the school and make an appointment to meet the Head Teacher, or member of the management team, where we can look together to resolve the issue in a respectful, calm and solution focussed manner.

PARENTAL INVOLVEMENT

Maisondieu 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.

Supporting Learning at Home

- Parents are encouraged to be involved in homework. Homework tasks are often designed to encourage children to work with parents to complete the activities.
- Homework is issued on a regular basis by class teachers and shared via Seesaw or in a homework jotter. Tasks are designed to complement the work taking place in class.
- Homework is an excellent opportunity to be involved in your child's learning in a meaningful and supportive way.
- Homework guidelines are issued at the start of the year and contain lots of advice on how parents can support learning at home.
- Workshops and parent drop-ins are held throughout the year to assist parents in supporting children with their learning.

Improving Home-School Partnerships

- **Seesaw:** Seesaw is one of the ways in which teachers and parents can communicate. It can be used to send messages and also for staff to share information about what your child has been learning. It should not be used to notify any absence. This should be shared directly with the school office.
- **Learning Journeys:** a portfolio built up in each academic year, showcasing latest and best pieces of work which children share 3 times a year with their families.
- **Meet the Teacher:** in September, parents are invited to meet their child's teacher. Parents are shown around the classroom by their child.
- **3-way interviews:** in November and March, parents make a ten-minute appointment to speak with the class teacher and their child. Parents, their child and the teacher discuss learning progress and next steps, as well as exploring learning out of school. A written summary of progress is provided.
- **Family Learning:** there are opportunities throughout the year to attend parent-only or family learning sessions. These are intended to equip parents with the tools to better support their children's learning and to help parents get more involved in learning.
- **Share the Learning events:** throughout the year classes host these sessions to provide an opportunity for children to showcase their learning to families and the wider community. During these events, pupils take responsibility for sharing their learning. Adults visit their child's classroom and have the opportunity to give feedback and encouragement to pupils.



Supporting Learning in School

At Maisondieu we welcome and greatly appreciate the help of parents / grandparents / carers. There are a number of ways to get involved in the life of the school.

Share your views on school improvement through:

- **Parent drop-ins:** 'Biscuits & Blether' meetings are an opportunity to meet informally with members of the Leadership Team each term.
- **Parent focus groups:** this is an opportunity for parents to be involved in evaluating and improving specific areas of development work for the school.
- **Parent Voice:** this is a group of teachers and parents whose primary concern is that of school improvement and raising funds for the school. All parents are welcome at Parent Voice meetings.



Helping in day to day school life:

- Helping with art/craft activities
- Supporting activities in science, maths, social subjects, health education (e.g. first aid)
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. *topic talk, history, science, health, World of Work*
- Listening to reading groups and playing reading/phonics games
- Running, or assisting to run, an extracurricular club
- Supporting educational visits/trips
- Walking groups to the Community Campus
- Road safety: supporting Bikeability sessions
- Helping in the school grounds to maintain the garden area
- Supporting focus weeks e.g. *health week, culture fortnight, STEM week, Maths Week, Scottish Book Week*
- Providing regular help in classrooms
- Making resources

If you would like to be involved in any of the above, or if you have a suggestion on how parents can be more involved in the life of the school, please contact the school office.

If you wish to be a regular parent helper, please contact Mrs Chalmers to take part in our Parent/Carer Induction and complete a PVG (Protecting Vulnerable Groups) form that is necessary to help within the school. The office staff can also support you with this.

Maisondieu Parent Voice (Maisondieu Parent Council):

Email: maisondieu@angusschools.org.uk

Facebook: Maisondieu Parent Voice

Chairperson: Mrs Laura Duffy



Termly meetings are held at Brechin Community Campus. Meeting dates are shared via the Facebook pages and other communications from school.

SCHOOL ETHOS

'A LEARNING COMMUNITY WORKING TOGETHER TO HELP EVERYONE GROW AND FLOURISH'

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.



In line with the Scottish Government's commitment to the United Nations Rights of the Child (UNCRC) our school welcomes and encourages diversity and individuality. It is a fundamental principle of our school that all who are involved in the life of our school both have 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.

Our aim is to work in partnership with pupils, staff, parents and our school community including other agencies to ensure that all pupils are **safe, healthy, active, nurtured, achieving, respected, responsible** and **included**. Our commitment to this is shown through our achievement of the RRSA (Rights Respecting Schools Award) award and in our commitment to achieve Silver.

We value the voice of our pupils, parents, staff and partners and regularly ask for their opinion about Maisondieu as we know that by working together we can achieve more. The results of consultations are used to inform our school improvement plans. Our current focus is on 'Creating Texts' and 'Promoting Potential'.

MAISONDIEU VALUES

Our school values are **courage, friendship, hope, honesty, kindness, peace, respect** and **responsibility** and underpin all the work we do at Maisondieu. The values are spoken about in the classroom and playground and regularly in conversations with learners and parents.

Mason, our school mascot proudly displays our school values as well as showing our Maisondieu mindsets of **healthy, resilient, creative, connected** and **ambitious**.

Our school Rules are of a common-sense nature, bearing in mind the interest and safety of all concerned:

- Be careful and safe at all times***
- Be polite and remember your manners***
- Be eco-friendly and follow the eco-code***
- Be a good listener and work as hard as you can***
- Be thoughtful and treat others as you would like to be treated***



SCHOOL AND COMMUNITY LINKS

Maisondieu 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.

We have developed links with many of the businesses and organisations in Brechin, and work in partnership with them on initiatives throughout the year. Our pupils participate in community events and competitions organised by churches, community groups and local businesses as well as participating in local visits, sporting and cultural events.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council Anti-Bullying Policy](#)

Regulated behaviour is essential to effective learning. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. We strive to be a stimulating and safe learning environment that is free from disruption, positive and inclusive. We aim to provide opportunities for pupils to be successful and develop skills that they can use in further education and employment in the future.

Our emotional literacy programme uses **Emotion Works**, **Zones of Regulation** and **Decider Skills** to teach pupils about the impact of their emotions on their ability to learn and maintain positive relationships. These visual frameworks support conversations about emotions and behaviour so that pupils can develop emotional competence and resilience.

We celebrate those pupils who consistently demonstrate behaviour that is 'Above & Beyond' and provide support to those pupils who may at times find this challenging.



At the heart of our school is a belief that we must nurture all learners to ensure they achieve their full potential. Some learners will require additional support to achieve the high standard we should expect of them. To support this, we have clear expectations and offer support where it is identified and required and will work in partnership with parents to provide support.

Individual classes may have their own positive behaviour system created by the class teacher and pupils.

Our Positive Behaviour policy is available from the school office.

CELEBRATING ACHIEVEMENT

Children work hardest when they know their work will be appreciated. All staff encourage pupils at all times, and in all activities to give their best. Their effort may be rewarded verbally by praise of their achievements and identification of their next steps to further extend and develop learning, or non-verbally by written comments to this effect, a smiley face, certificate, prize or sticker.

Learning Journeys: each child has their own personal Learning Journey which showcases their latest and best achievements. The Learning Journeys are sent home 3 times a year for parents to look through and comment on.

Achievers' Assembly: we know there is so much more to our pupils than what we see at school. We love to hear about their achievements out of school and share these successes at the Achievers' Assembly each term.

We Love Learning Boards: each class has a board that displays learning achievements both in school and outside school.

Certificates: at each Achievers' Assembly, children are awarded certificates for personal achievements and contributing to the life of the school etc.

Wall of Fame: the foyer displays a range of school and pupil achievements - certificates, trophies etc.

House points: all pupils are allocated to a house when they join Maisondieu (Prosen, Lethnot, Clova or Esk). Pupils can gain points for their house in a variety of ways, through good behaviour, academic and sporting achievements. The house with the greatest number of points at the end of the year is awarded the Doreen Cameron Well Done trophy.

Nurturing Talents: throughout the year there are opportunities for pupil to share their talents and have these recognised:

- o Music Makers (P6 & P7)
- o Scots Poetry and Creativity (P1-7)
- o Sports Champion (P7)
- o Rotary Quiz and Euro Quiz Teams
- o Enterprising Maths Challenge



EXTRA-CURRICULAR ACTIVITIES

A variety of activities are available for children after school including:

- o choir
- o football
- o netball
- o athletics
- o cross country
- o maths challenge
- o Rotary Quiz
- o dancing

Information on clubs will be shared with parents of the children they are open to. If your child is interested in attending, the form (this can be electronic or paper) should be completed by a responsible adult in the family home and returned to school.

PUPIL LEADERSHIP

There is an active pupil voice at Maisondieu through the Leadership Groups that all P3-P7 pupils are involved in. These opportunities change annually giving pupils experience of different subjects. The pupils regularly update the whole school on their activities and progress towards their targets at assembly.

Participation in leadership groups supports pupils to:

- ✓ develop a range of skills
- ✓ improve our school community
- ✓ make positive contributions to the school environment
- ✓ listen to others and that they have a right to be heard
- ✓ develop self-confidence and social skills
- ✓ build self-esteem
- ✓ contribute to society and learn to be a responsible citizen



Our House Captains also work to gather and share the views of pupils on key areas of school life that affect them. Throughout the year they meet regularly with a member of the management team and with Parent Voice. They are involved in taking forward school improvement priorities and addressing emerging issues as they occur. They are also involved in deciding on school fundraising ideas.

Our leadership groups this year are:

- o FairTrade Group
- o Sports Council
- o Reading Council
- o STEM
- o Rights of the Child Group
- o Soup Group
- o Numeracy Champions
- o Language Leaders
- o Social Enterprise Groups



Leadership groups meet every two weeks.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people age 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

Our curriculum is organised into four Contexts for Learning:

- Ethos and Life of the School as a Community
- Personal Achievement
- Interdisciplinary Learning
- The Curriculum

Your child will learn in a variety of different contexts and groups. At all stages we use flexible groupings in literacy and numeracy to enhance support, pace and challenge within learning. Teachers teach in ways which motivate and engage children in their learning, presenting them with learning opportunities to work co-operatively and independently. Explanations are clear and open questioning is used well to involve children in and extend learning. Intended learning, differentiated success criteria, relevant Skills for Learning Work and Life and teacher expectations are shared in lessons so children are aware of what they are learning and how to be successful.

All staff engage in a variety of moderation activities including visiting other classes and schools. This provides opportunities to reflect on and share good practice, and encourage consistency of approaches.

The curriculum is made up of 8 Curricular Areas

- **Sciences:** understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Languages:** – listening and talking, reading and writing in literacy and English and modern languages,
- **Numeracy:** including analysing information, solving problems and assessing risk
- **Expressive Arts:** including art and design, dance, drama and music
- **Social Studies:** understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies:** including computing science, food, textiles, craft, design, engineering, graphics and applied technologies
- **Health and Well-being:** mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- **Religious and Moral Education:** (denominational and non-denominational) learning about Christianity, other world religions, and developing values and beliefs

Additional important themes across the curriculum are creativity, enterprise and global citizenship. **We place emphasis on skills for learning, work and life.**

Planning the learning

Personalisation and choice is one of the seven principles of curriculum design and children from pre-school - primary 7 work with their teachers to plan enjoyable projects. Children have choice in what they want to learn, how they will share their learning and who they will share their learning with. Staff work together to plan coherent learning experiences, taking the children's contributions into account, as well as looking for opportunities to include literacy, numeracy and health and well-being.

How do pupils contribute to planning their learning?

- During 'Move up Day' (see transition between classes) pupils let their teachers know which projects they would like to study.
- Before teachers plan a topic they ask children to complete a mindmap, or a KWL grid (what we **K**now, what we **W**ant to find out and how we want to **L**earn) to show what they would like to do / learn. Teachers then plan the class project around the pupils' interests. Pupils often have choice in how they learn.

How do parents get involved in planning?

- Pupils take their Learning Journey folders home to show parents their recent and best achievements 3 times a year.
- Parents are invited to contribute to the learning that takes place in school by providing interesting resources to enhance the learning or come in to school to share expertise / knowledge.
- Parents are encouraged to engage with project homework tasks with their children. It is often the case the parents can help their children plan their home learning tasks making them personal to the child.

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 parents will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk. Parents will be invited to share comments regarding the planned work for their child at various points throughout the year and are encouraged to feedback comments at anytime.

If you want to find out more about the curriculum at school, local and at national level there is a wealth of information available through the links at the back of the handbook.

Parents can also find out about the curriculum and teaching methodologies during:

- Meet the Teacher evening
- P1 Parents' Induction evening
- Homework support information
- Parent drop-in sessions

LIAISON WITH SECONDARY SCHOOL

For all pupils:

Maisondieu has close links with Brechin High School (*Tel. 01356 237100*) and other primary schools within the Angus area who work together to make transition as smooth as possible for our pupils. Over the last 3 years we have developed a transition programme for P7 pupils which includes opportunities to visit the Community Campus, meet pupils from other cluster schools (Andover, Edzell, Stracathro), meet Brechin High School staff and take part in lessons. The transition programme takes place throughout the whole of the P7 year and culminates with a 1 week visit where pupils follow their S1 timetable to mirror the secondary experience as much as possible. Primary 7 teachers support pupils as required during this time.

Throughout the year teachers share information with Brechin High School staff about each pupil, taking account of academic progress and support required, personal achievements, friendships etc. Pupils Care & Support (PCS) staff visit with S1 pupils to answer any questions or worries the P7 pupils have about starting secondary school.

For some pupils:

An enhanced transition programme is available for children with ASN needs. These pupils have access to a programme, led by ASN staff, which aims to ensure their learning and emotional needs are met.

For a small number of pupils:

For pupils who have an Individual Educational Programme (IEP) due to specific learning or social needs a transition meeting will be held to plan ahead for the move to secondary school. Parents/carers will be invited to attend a meeting with a member of the Senior Leadership Team at Maisondieu and Brechin High School staff. At this meeting we will plan how to support your child with their transition.

Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us, for different events during the year. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Pupils from across the cluster also have the opportunity to take part in a residential trip to Dalguise outdoor activity centre in May/June as part of the cluster transition programme.

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, 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

Transition from ELC to Primary 1

All incoming parents/carers and children are offered a tour of school. Our Primary 1 teachers work closely with staff from other nursery and pre-school settings. Primary 1 teachers visit local setting to meet children who will be joining us in Primary 1 in August to share relevant information. This sharing of information enables Primary 1 teachers to plan effectively and ensure a smooth start for our new pupils.

Induction information is shared with parents in Term 3 (Jan-March) which explains the settling in process and shares dates. Part of this induction is the P1 Induction Evening in June where parents have the opportunity to meet key members of staff, find out more about the transition process and what to expect in Primary 1.

Children starting Primary 1 will also have the opportunity to visit the Primary 1 environment with their pre-school setting in Term 4.



IMPROVING STANDARDS

Maisondieu has built a learning culture to support learners make progress towards becoming assessment capable learners (learners who know the progress they have made, their next steps and how to achieve them). Holistic, formative and summative assessments are used effectively to gather evidence and identify next steps for all children in numeracy, literacy, Health and Wellbeing. Almost all teachers are using success criteria to allow children to identify their next steps in learning.

Early level practitioners and Primary 2 are using a play-based approach to learning, this is having a positive impact on progress and achievement in Primary 1.

Almost all children are challenging themselves in numeracy, literacy, health and wellbeing and they feel that their teachers set challenging goals for them, helping them to achieve their potential.

The Maisondieu Curriculum provides flexible curriculum pathways, which lead to raising attainment through meeting the needs and aspirations of all learners.

MAIN ACHIEVEMENTS 2023/24

- o Staff have continued to embed the Talk for Writing approach in their classrooms to support writing.
- o Staff have moderated their approach to writing within the school and with other schools in Angus and Dundee.
- o Staff have embedded the use of the Alphabetic Code to teach spelling.
- o Staff have agreed an approach to teaching morphology and etymology, which will be embedded next year.
- o Staff have embedded Word Aware across the school and a number of staff have completed extra training in speech, language and communication (Elklan Training).
- o Staff have improved their confidence in identifying the right support at the right time for children.
- o Staff have improved their knowledge of how to support children with dyslexia.
- o We have increased our offers of on and off-site opportunities and boosts to help children achieve more than they thought they could.
- o We have begun a consultation on the school's curriculum offer, starting with the vision, values and what parents / carers want for their children.
- o Staff have worked together to moderate Individual Educational Programmes to improve target setting and be more inclusive of the voice of parents/carers and children.
- o Early Years staff across primary 1 and nursery have completed a university course with Edinburgh University called Froebel in Childhood Practice. This has influenced our early years' environments and has shaped our early years' curriculum, resulting in a number of other schools visiting us to see our practice. Our work is to be shared in an international book on transitions.
- o Our Pupil Leadership Teams have taken forward aspects of our school improvement plan, including working towards achieving our bronze reading award, our Silver Sports Scotland award and we are working towards our bronze 'Rights Respecting Schools Award'.
- o We have begun work on meta skills, the children have learned about the skills of creativity and focus.
- o We have extended our wellbeing offers through Decider Skills and Roots of Empathy for one-year group.
- o We have worked with local emergency services and the British Red Cross to extend our health and wellbeing curriculum across the school.

- o We have worked with Police Scotland and the Community Football Trust to deliver a programme called Pitchin' In to a group of Primary 7 children.
- o Almost all staff lead curriculum areas and support each other to develop practice across the school.

SCHOOL IMPROVEMENT PLANS 2024/25

There are three school improvement priorities this session:

School Improvement Plan STEM 24/25

Stretch Aim: raise confidence, skills and knowledge of all staff in the delivery of effective Science, Technology, Engineering and Mathematics (STEM) lessons to develop learners' skills across all levels.

A culture and ethos are created within the school community which support confidence, skills and knowledge of all staff.

- Parents to have opportunity to attend STEM events for example, STEM showcase, celebration of British Science Week, STEM Saturdays and stay and play.
- Some classes will engage with local train station as a context for STEM learning.
- All classes to engage in British Science Week and learning to be shared with families.
- Pupils level of engagement with STEM will increase.
- Second Level classes to engage with the Primary Engineering challenge.
- Whole school STEM challenge to be completed with a buddy class.

High quality learning and teaching in STEM results in improved teacher confidence and pupil engagement.

- Teachers to engage in STEM CLPL in-house and cluster.
- Teachers to engage in peer professional dialogue to develop confidence in deliver of STEM subjects.
- P7 teachers to use STEM to enhance transition experiences.
- STEM is embedded in termly plans.
- Clear pathway and skills (meta-skills) created which is linked to STEM.
- Develop woodwork opportunities in nursey - Primary 7.
- Teachers have the resources to teach STEM subjects.

Data is used effectively to measure and evaluate the impact of a whole school focus on STEM.

- Science benchmarks used effectively to assess pupil progress.
- Survey results will inform the impact of plans for improvement and future improvements.
- Develop approaches to gathering children's misconceptions and reflect on these to show progress in learning.
- Teachers use good examples and benchmarks to plan and assess children's learning.

MAISONDIEU NUMERACY IMPROVEMENT PLAN

Stretch Aim Children will improve knowledge and understanding of number and all teaching staff will be confident in teaching place value and addition / subtraction pathways from early, first and second level.



Culture & Ethos

- Maths pupil leadership group to organise maths challenges and competitions throughout the year.
- Celebrate maths week as a school.
- Begin to develop Maisondieu Masterclass resource (videos of strategies) for parents
- Class teachers will develop helpful working walls for numeracy and / or have a station in the class which supports children if stuck (stuck shop etc.)
- Gender bias will be addressed through discussions with classes and in assemblies. Stories shared of female mathematicians, engineers, scientists etc. Link to Developing the Young Workforce.



High Quality Learning and Teaching

- All teaching staff will complete professional learning in teaching place value, and number processes
- Teaching staff will explore the language used in numeracy to ensure consistency of approach. Share this with parents.
- Revise numeracy excellent lesson formats - early, first and second levels.
- Agree on how the numeracy curriculum is taught - integrated week or small blocks on a particular focus.
- Decide on a progression for place value and number processes. Share with parents.
- Most able children in numeracy (P6 and P7) will have opportunities to be part of Maths Challenge Group and Enterprising Maths Challenge
- As part of professional learning for teachers, there will be a focus on diagnostic assessment to highlight children's misconceptions in numeracy.
- Professional learning will include how children can use different strategies in different contexts including word problems and problem solving, life skills e.g. handling money, credit, debt etc.
- Purchase Numicon® resource for P1-4 and all staff to complete training
- Teachers will be confident in using concrete, materials (counters, unit / ones cubes, tens, hundreds, models and visuals to support understanding of the value of number and number processes.
- Part of our Pupil Equity Fund is being used to purchase this: <https://home.edofordlev.co.uk/maths/numicon/guide-for-parents/>



Data / Evaluation

- Use diagnostic assessments to identify misconceptions. Use end of topic assessments to check progress
- During data gathering workshops (3-18 tool) teachers will become more familiar with numeracy benchmarks
- Share progress from cold tasks/diagnostics to hot tasks.
- Share success criteria or co-construct success criteria with children so they can discuss their progress and next steps.
- Use My Maths across First and Second level - children will know their progress and next steps



Maisondieu Early Years Improvement Plan

Focus: By June 2025, Froebelian principles and approaches will be embedded in all practice and pedagogy across the Early Years (Nursery - P2).

A culture and ethos are created, through high quality interactions, experiences and spaces which reflect Froebelian principles and support the development of all children.

- All staff will value a child centred, holistic approach to Early Years education and have shared visions, aims and principles.
- The whole community, including families, practitioners, partners and children will work to develop shared visions, values and principles.
- Families will engage with and develop their knowledge of, Froebelian principles and approaches.
- The school community will be included in efforts to embed Froebelian Principles in our practice and pedagogy.
- Links will be made in the community e.g. local artists, Caledonian Railway, library and daycare etc.

Knowledgeable, nurturing educators will provide high quality interactions, experiences, spaces (indoor and outdoor) to support children's development.

- Staff will be confident in their knowledge and understanding of Froebelian principles and approaches to learning and teaching in the Early Years.
- Staff will continue to engage in practice enquiry and research in areas of interest.
- Children will have experiences of mixed age play opportunities.
- Staff will engage in networking opportunities with other settings to develop practice.
- Staff will be confident to plan and document learning across the Early Years.
- Children will be seen as autonomous learners and have opportunities to develop independence during snack.

Data is used effectively to evaluate and analyse the effectiveness of embedding Froebelian principles and approaches.

- Data will be gathered to capture the views and opinions of staff relating to Froebelian principles and approaches.
- A self-evaluation toolkit will be used to lead discussions and reflections around Froebelian principles.
- Data will be gathered and analysed to measure the impact of changes made to practice, provision or pedagogy.
- A self-evaluation floorbook will be used by staff to record development and improvement impact.
- Parents/carers will be surveyed to evaluate understanding of vision, values and principles.

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 at <https://education.gov.scot/parentzone/>

Why not check out the website for ideas on how you can support your child's learning.

HEALTH CARE

You can contact your school health staff at: -

School Nurse Team
Links Health Centre
Frank Wood Way
Montrose
Angus
(01674) 675115

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.

Please ensure dogs (except for assistance dogs) are not brought into school grounds.

If you are walking your dog to and from school, please remain at a reasonable distance from the school gate. This will enable children and adults to enter and exit safely. We would ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

PARKING IN SCHOOL GROUNDS

We have very limited parking available for staff and for transport for pupils with additional support needs. To ensure pupil safety please do not park in the school car park unless you have a Disabled Blue Badge or have been given a Maisondieu Parking Pass from the school office.

St. Andrew Street is a busy and narrow street. During this time, we ask that you support our efforts to ensure that the area around the school is safe for children. To allow pupils to enter/exit the playground and be able to see adults who are collecting them please parking in adjacent streets and walk your child(ren) to the school gates.

Child Protection Coordinator

If we think a child has come to harm as a consequence of possible abuse, we need to report it. A number of staff in school are responsible for child protection matters and have had special training in this area. In our school the Child Protection Coordinator(s) are: **Mrs Chalmers, Mrs Hoggins, Mrs Buchan, Mrs Watson, Mrs Beattie**

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

https://www.angus.gov.uk/schools/free_school_meals_and_school_clothing_grants

Welfare Rights/Benefit Calculator

https://www.angus.gov.uk/benefits_and_money_advice/help_with_benefits_andor_debts?item_id=21

OTHER WEBSITES

Find useful links to other websites at:

https://www.angus.gov.uk/schools_and_young_people/parents/links_for_parents