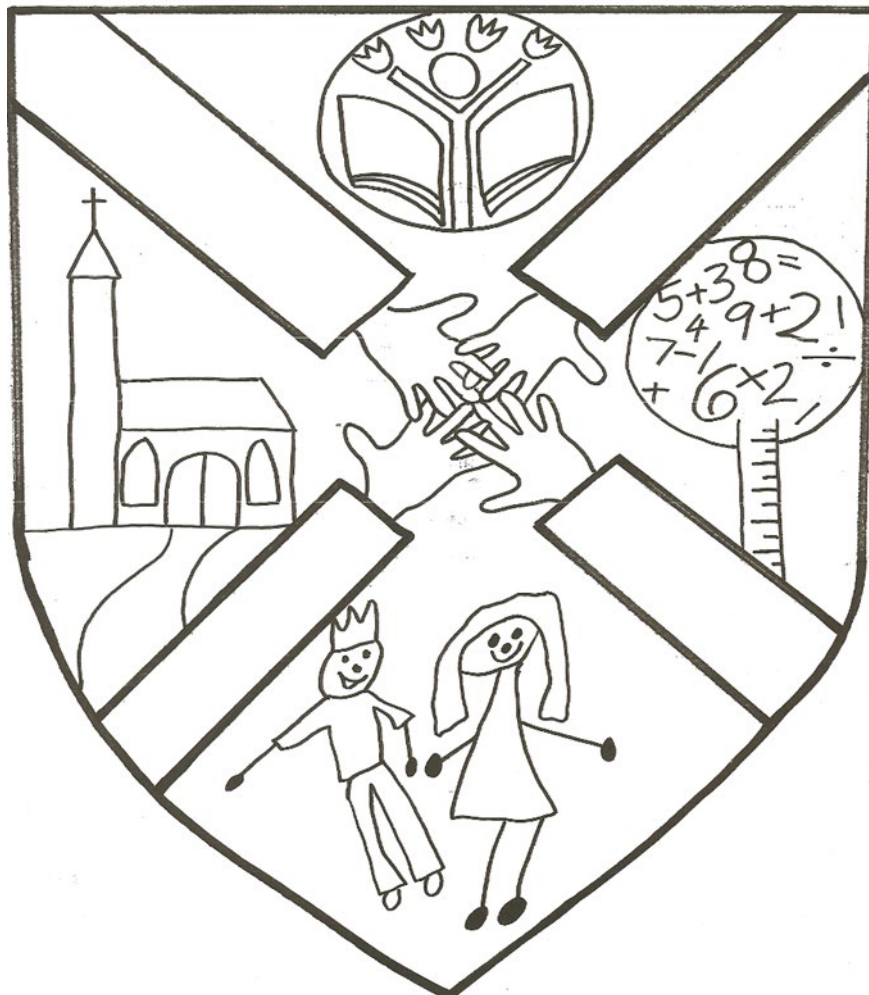


Tannadice Primary & Early Learning and Childcare(ELC)

HANDBOOK

2024/2025



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

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CONTACT DETAILS

Tannadice Primary & Early Years and Childcare

Address: South Esk Road, Tannadice, Forfar, DD8 3SH

Telephone Number 01307 494284

Website: <https://blogs.glowscotland.org.uk/an/tannadiceps/>

Email Address: tannadice@angusschools.org.uk

Head Teacher: Miss Lynn Shellard/Mrs Sarah Burke

Class Stages: Early Learning and Childcare, P1/2, P3/4, P5 and P6/7

Present Roll: 81

Email address and website for the TPSA (Parent Council): tpsacommitee@gmail.com

Primary class	Start	-	09:00
	Morning interval	-	10:40 – 11:00
	Lunch break	-	12.30 – 13.30
	Finish	-	15:20
ELC	Start	-	08:30
	Finish	-	16:00

VISITS OF PROSPECTIVE PARENTS

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

Parents seeking a place for their child are welcome to visit to discuss what the school has to offer. Parents of new intake P1 pupils will be invited to an early meeting in June where they will have an opportunity to visit the child's classroom, to meet members of staff, and to see the working environment. A further meeting of Primary 1 parents will be held to introduce our curriculum and resources. Children who are attending Tannadice ELC Class and those who attend the local playgroups will be invited to visit their prospective classrooms during the working day for transition, along with their Key Worker / Playgroup Leader. Transition for our Tannadice ELC children is ongoing throughout the year. Other children coming to the school may visit their new classroom by arrangement with the Head Teacher.

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

At Tannadice we hope to develop, in pupils, a sense of identity and belonging to our school community. One way of doing this is to encourage all pupils to wear our school uniform as this helps to instil a sense of pride and team spirit within our school. We are very grateful our parents support us with this. We would also encourage parents to consider donating good quality used items to our uniform bank. Contact school for details.

As the playground can become muddy at times, we ask that parents provide their child with a pair of indoor shoes e.g. plimssoles or slippers to wear if their outdoor shoes are muddy. This helps to keep our school clean and tidy. We would also ask that parents label all clothing with their child's name as sweaters etc. are often lost.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit e.g. scarf, hat and gloves in winter.

Class teachers will choose 2 gym days at the beginning of the year and inform parents. On these days children can come to school in leggings/ jogging trousers and a school sweatshirt, avoiding the need to change.



The recommended uniform is as follows :-

- Pullover/Cardigan/Sweatshirt..... Navy
- Shirt/Blouse/Polo ShirtWhite or Sky Blue
- Trousers/ShortsNavy Blue or Grey
- Skirt/Pinafore/Culottes Navy Blue, Grey or Tartan
- School Tie Tartan or Navy and Light Blue
- Gym T-Shirt Sky Blue/Navy Motif
- Gym Shorts Navy/black
- Summer Dress Blue Gingham

ELC Clothing

We aim to develop children's independence skills. Please help by dressing your child in clothes which are easy to manage - elasticated trousers, Velcro shoes etc. We do have a change of clothes available should any 'unplanned mishaps' occur, but please feel free to provide your own. Name tags on clothes are also advised to help in their identification.

Aprons are provided for the 'messier' activities, but accidents can happen, so please do send your child in play clothes.

Outdoor play is an integral part of the early years' curriculum. We will go out on cold and rainy days too, so please always leave appropriate outdoor clothing.

All clothing worn or brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others. It is frustrating for parents when sweatshirts etc. go 'missing' but having them named makes it easier for us and the children to identify who items belong to.

PARENTAL CONCERNS

We understand that parents may have concerns about their children from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he / she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's Class Teacher either by contacting your child's class teacher via Class Dojo or by telephoning the school and arranging an appointment time to talk to

him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days. Miss Shellard/Mrs Burke are always available to speak to parents also.

If you feel that the Class Teacher has been unable to support you in dealing with your concern, you should contact the Head Teacher for further advice. 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. Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Angus Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

We welcome our parents into school. We believe that the education of a child is best done in partnership with home, with parents having a very important role to play. We actively encourage parental involvement in a range of different ways and look forward to getting to know you as your child progresses through his or her learning here at Tannadice. Partnership with parents is an effective way of enhancing children's achievements and promoting better school ethos and communication.

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc.
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Providing opportunities for your child to become increasingly independent

- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

2. Home/School Partnership:

- The home/school partnership is essential to ensure that your child gets maximum benefit from his/her school experiences. You can support this by:
- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.) <http://www.educationscotland.gov.uk/parentzone/index.asp>
- Supporting the school in promoting positive behaviour and the school values.
- Volunteering with an aspect of school life.



During the school day:

- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology.
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Fun 31 activities e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Bikeability training
- Reading Circles



Outwith the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Completing forms that are sent to you seeking your views and opinions on how the school operates.
- Complete the Care Inspectorate questionnaire that comes home from the Nursery so that we can take your views into consideration when planning Nursery improvements.

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum'. The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists in developing an annual improvement plan
- Provide an annual report for parents on their work throughout the year.

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

We are keen to maintain strong and open communication links with parents and have a number of ways in which we do this.

A school newsletter is sent home at least once a term, detailing information about upcoming events and activities. This can be in email or paper format as requested. Each class teacher contributes to the school newsletter informing parents of specific learning that will take place that term as well as general information on when pupils will have PE etc. Staff also use Class Dojo to communicate and share learning.

We make use of the school's email/text service for reminders and announcements when necessary, although due to the cost attached we do not send texts as reminders for all communication. Please help us by keeping your contact details up to date to ensure that you receive our texts/emails.

There is an open invitation to comment on any aspect of school whether as a suggestion, compliment or concern. These are responded to as and when necessary. You can do this directly or use the comment box in the newsletter.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Similarly, should you ever wish to discuss any aspect of your child's development please do not hesitate to contact the school office and an appointment will be arranged for a mutually convenient time.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of. We also make use of Home link Jotters which can be used to share information – especially useful for our working Nursery parents. Learning in the Nursery and P1 classes is also shared

through online portfolios which will be emailed home regularly.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, and open days. Our school website also has lots of useful information.

The school website address is www.tannadice.angus.sch.uk

All parents are invited to attend two Parents' Evenings and various open events throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher(s) for a 10 minute interview and hear about their child's progress. This is also an opportunity for parents to be advised as to how they can best support their child's learning and to share any ideas that they may have to enhance their child's/children's learning experiences.



Parents are encouraged to engage their child in quality conversation about and demonstration of their school learning, also to help and support their child to make connections between this learning and everyday life.

SCHOOL ETHOS

Tannadice's School's Vision, Values & Aims were created following consultation with pupils, staff, parents and the wider community. They are the foundations for our school ethos and all the work that we do. Our values are Friendship, Respect, Responsibility, Teamwork and Kindness. We welcome and encourage diversity and individuality, while emphasizing our common commitment to our moral values

These aims are underpinned by the SHANNARI indicators, which support how we aim to keep all pupils **Safe**, **Healthy**, **Achieving**, **Nurtured**, **Active**, **Respected**, **Responsible** and **Included** and the United Nations Convention of the Rights of the Child.

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.

SCHOOL AND COMMUNITY LINKS

At Tannadice Primary School, we encourage links with the local community through parents, our Parent Council, and other local bodies. As part of the curriculum, children visit places of local interest.

Visitors are regularly invited into school to talk to classes (e.g. Community Police Officer, Dentist, Vet and Country Park Ranger).

We support various charities during the session. The Kindness Group helps to decide which charities we, as a school, will support. We have established a relationship with the Brechin

Food Bank and parents kindly donate foodstuffs at Harvest Festival and throughout the year. We are also a collection point for Angus Toy Appeal.



Reverend John Orr is the local minister. He joins in with whole school assemblies and our end of term services held at Tannadice Church. Our senior pupils welcome our community into school for our Fair Trade Community Café. Our weekly group Tannadice Teeny Tiny Tots meets every Tuesday for parents and pre-school age children. We enjoy the strong links established with local residents and businesses and benefit from the many skills and talents offered by our community partners to support learning, life and work.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of happiness, positivity, mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

We firmly believe that an ethos of respect which supports good relationships is a vital part of the learning process. Our school is a small community and pupils, staff and parents must work cooperatively to achieve positive results. We uphold the United Nations Convention of the Rights of the Child and believe that certain boundaries and rules are essential if our school is to function smoothly, efficiently and most importantly of all, happily.

Our Positive Relationships Policy provides pupils with the guidance necessary in order to maximise their potential and contribute to the wellbeing of others. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. We ask for your cooperation and support in sustaining our school policy on Positive Behaviour Approaches and helping us to achieve this positive atmosphere. By applying a 'whole school' approach we ensure equity and consistency throughout all stages, across all staff

and both in class and in the playground.



CELEBRATING ACHIEVEMENT

We believe that recognising and sharing achievements and positive behaviour plays a motivational role for our school community and demonstrates how highly these are valued. The most regularly used reward is praise – oral or written, informal or formal, individual or group and both public and private. We very much value the children's achievements and successes both in and out of school and these may be shared within the class or with the whole school at assembly. We acknowledge that all children have different skills, interests and talents and different areas that they find challenging and we encourage them to try their best at all times, acknowledging their efforts and recognising when they make progress. We call this L.A.T.T.E- Learning All The Time Everywhere.

Successes may be celebrated in the following ways:

Class Level

House Points, Dojo Points, Praise and Encouragement, Stickers and Stamps and extra Fun 31.

Whole School Level

Celebration assemblies Certificates, LATTE wall, School newsletters, local press and Class assemblies



EXTRA-CURRICULAR ACTIVITIES

There is a vast array of extra-curricular activities available for your child to participate in, some of which vary on a termly basis and some which run through the whole school session. These include:

Homework Club, Maths Club, Running Club

The above opportunities will be shared with you as they take place or become available to attend. Notes will be sent home to you and forms should be completed and signed by a responsible adult in the family home and returned to school.

PUPIL COUNCIL

We encourage pupils to take responsibility within the school. This allows them to have a say in what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- School Captains - P7 pupils supporting the life of the school
- Community Café
- Sports Ambassadors – working with Active Schools to bring a range of sports to our school

All pupils are members of our Pupil Voice groups at Tannadice. Representatives from each class meet regularly to discuss issues. This is our Team Tannadice Time and the groups are based on our school values – Kindness (Charity), Respect (Eco), Friendship (Playground), Responsibility (Pupil Forum/RRSA) and Teamwork (School Improvement). We also discuss issues as a whole school, during our “business meeting” assembly times. Every pupil and member of staff has a responsibility to move forward with these action points.

Our Sports Ambassadors and senior pupils consult with fellow pupils in the school regularly about ideas for lunchtime clubs and display information on their notice boards.

All children are members of one of our four House teams – Clova, Moy, Ogil or Prosen and work together on various house challenges.

LEARNING OPPORTUNITIES

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child so that they may maximise their potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging. We make full use of the local environment, including working with local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty according to the carefully identified and agreed next steps for each pupil. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths. We encourage pupils to be curious, creative and reflective and to persevere with tasks. We aim to build confidence and resilience and to promote the belief in pupils that they are all capable of making progress.

By the time pupils leave our school we expect that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them have gained an awareness of his/her potential, but will want to strive to exceed that potential.

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles for curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2 – The Battle of Britain. New learning in all subject areas builds upon the children's existing knowledge, understanding and skills for that subject

Members of staff encourage children to talk with and demonstrate their learning to parents and other family members so that their existing knowledge, understanding and skills (particularly in the areas of numeracy, literacy and health and wellbeing) can be observed/discovered and celebrated at any time.

Parents are encouraged to engage with children in the above process then to extend

and develop school learning in the many contexts of real life. Equally, parents are encouraged to comment upon their child's ongoing progress and achievements on their Class Dojo portfolio.



THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

In Tannadice we aim to embrace many aspects of the Curriculum for Excellence and to provide a curriculum which promotes a thirst for learning. This means:

- Teaching is interactive between pupil & teacher, pupil & pupil and less about teachers simply imparting information.
- Staff and pupils work together to plan, organise and deliver learning outcomes in different curricular areas and there are regular opportunities to collaborate with other classes and different members of staff.
- Slimming down and updating what is taught, ensuring relevance to the learners by relating to real-life contexts where possible and focusing on the skills youngsters will require for learning, life and work.
- Planning for interdisciplinary learning where a context combines different elements from different curricular areas which intertwine.
- A focus on literacy and numeracy by all teachers in all areas of the curriculum to ensure that youngsters become competent in these skills.
- Promoting the health and wellbeing of staff, pupils and parents is at the heart of all we do. We have started our work with our whole school community in creating a Mentally Healthy School. The children will be encouraged to take part in physical education and sports. They will also learn about healthy lifestyles, including healthy eating, personal safety, hygiene and healthy choices. Aspects of mental, emotional and social wellbeing will also be taught.
- A recognition that not all learning happens in the classroom (Learning All The Time)

Everywhere, LATTE) and all our pupils talents are celebrated.

Our interactive approach to learning, the relevance of curriculum content to the children's lives and our efforts to have pupils fully involved in planning for their learning, will motivate pupils to learn. This will help them to raise their levels of attainment. There follows a short summary of the curricular areas and how these are being implemented throughout the school.

Early Level (Nursery and P1)

Learning through play is at the centre of the early years' curriculum, recognising that children learn better from being actively involved in their learning. Children will be given the opportunity to participate in a wide range of activities geared towards their all-round learning and development.

Encouraging independence and responsibility is a key aim of our Nursery class. To achieve this, the children are encouraged to make choices from a broad range of learning opportunities carefully planned to meet their interests and needs. Open ended resources provide opportunities for children to explore, experiment, problem solve, be creative and make decisions about their learning.

Parents are welcome to discuss their child's progress with staff at any time but more formal meetings will take place at parent contact evenings throughout the school year.

Active Literacy

Language is at the heart of pupils' learning and pupils will develop knowledge, skills and understanding in Reading, Writing, Talking and Listening from Nursery to Primary 7. Like most Angus Schools, we have implemented the Active Literacy approach to phonics, spelling and reading.

Reading

Throughout the school we try to ensure that all learners experience a wide range of reading styles and materials. Alongside the Active Literacy programme, we make use of Jolly Phonics resources to introduce learners to sounds. The programme is designed to help learners acquire a sound knowledge of phonics to enable them to access reading more easily. Our core reading scheme is Oxford Reading Tree. We also use the Digital scheme Oxford Reading Buddy in school and at home.

Reading aloud and comprehension of what is being read is further encouraged through our structured approach to reading. Vocabulary is introduced in the classroom and any home reading will have already been prepared in school. It is important that parents share the reading experience with their child by listening to and discussing the story.

In P4-7 a range of resources are used to promote reading skills and comprehension for our older pupils. Novels are also used to develop reading skills and provide opportunities for discussion and prediction which further enhance the pupils' literacy skills. Pupils are encouraged to consolidate their learning by reading a wide range of texts for pleasure at home as well as in school. In this way skills gained in school can be applied through reading material of their own choice.

Our Support for Learning teacher generally works within our classes and may provide

additional support or challenge for any of our pupils at different times in the session, as agreed with class teachers.

Writing

The pupils will be given the opportunity to write in a variety of styles - functional; imaginative; personal. Learners will be given the opportunity to write for a variety of audiences and will learn how to adapt the style of their writing according to the particular task. The teaching of basic grammar forms an important part of our writing lessons. We use aspects of "Big Writing".

Learners will be encouraged to draft and re-draft pieces of work and attention will be given to presentation of the finished piece. The children will be aware of the success criteria for a piece of writing and teacher comment will focus on these for each piece completed.

Talking and Listening

Learners will have many opportunities to listen individually and in groups in different contexts and for a variety of purposes. Listening is a key skill for both learning and life. Learners will be able to gain information and be able to respond to the speaker.

Talking is an integral part of the school day and pupils will talk to convey information in a variety of contexts. There will be many opportunities for them to discuss their experiences, opinions and feelings. As learners progress through the school they will have an opportunity to respond to different audiences and present information both informally and formally.

1+2 Approach to Language Learning

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language. The approach is inclusive and entitles all children and young people to learn new languages. All language learning is important and will be recognised and celebrated as an achievement. In Tannadice School this language is French and will be learned from P1.

Eventually, from P4 / P5, our learners will be introduced to another foreign language. Although like many schools we are beginning to implement this already, decisions about this will be finalised as we move towards full implementation of the 1+2 Approach to Language Learning. Currently we are learning Spanish and are very proud to be a satellite Mandarin Hub.

All schools in our cluster will continue to plan together to make sure that what learners do in secondary school builds on what has been learned in primary school. This will ensure that learning languages remains an appropriately challenging and rewarding experience for learners as they move into secondary.

We are committed to this approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language.

Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- develop skill which will help them further for learning, life and work.

Numeracy

The main elements of the Mathematics Curriculum are

- Problem Solving Skills
- Information Handling
- Number, Money and Measure
- Shape, Position and Movement

Tannadice School uses resources produced by Heinemann Active Maths and Numicon as well as other supplementary materials, to support learning in this area. We have a focus on developing mental maths agility throughout the school. Where appropriate, pupils make use of computer software and a variety of games. Pupils, at all stages, are encouraged to apply their mathematical knowledge and skills in real life problem solving situations.

Mental Strategies:

A whole school programme of strategies is in place to help the children develop their ability to carry out calculations mentally. Multiplication tables and number bonds are also learned by memory to enable children to tackle more difficult written calculations more easily.

Skills and Concepts:

Both numeracy skills and mathematical concepts are developed through play contexts, practical work and using a variety of contexts which help make the children's learning more meaningful.

In all of these activities children will be developing their thinking skills including problem-solving and enquiry skills. Children are encouraged to discuss their mathematical thinking and use models and jottings to support their learning.

Social Studies, Science and Technology (including Digital Technology)

Within the Curriculum for Excellence your child will experience different contexts for learning. These may be based on an Enterprise or Eco-schools idea or be related to a topic in science or history for example. Educational trips, bringing visitors into school and

use of the local environment will enhance the school based studies.

Teachers plan for the year to ensure a range of experiences in different curricular areas are provided, but often changes occur when pupils become engaged in a particular aspect, or a particular point of interest is highlighted by a pupil. National or Global events may also provide an appropriate context for learning. The aim is to provide breadth across the curriculum and depth in particular subjects, as well as to engage pupils in topics through which they enjoy learning.

We have a number of Netbooks, Chromebooks, iPads and laptops to which classes have access. These provide opportunities to develop skills in digital technology. Each classroom has a Prowise board. In addition, all classes have one or two desktop computers and a digital camera. Each room has internet access. As pupils move through the school they will have experience of using technology, creating and presenting, researching, communicating with data and spread sheets and so on.

Parents are asked to complete a permission slip for pupil use of the Internet. These are stored in Pupils' Progress folders. We teach learners to develop informed attitudes in using the internet responsibly and safely.

Expressive Arts

Children will learn through art, dance, drama and music to appreciate the magic and wonder of the arts. Their creative talents will be recognised and developed and their understanding of culture in Scotland and beyond will be deepened.

Religious and Moral Education

The children will learn about the practices and traditions of Christianity and other world religions through stories, visits to places of worship, celebrations and artefacts. They will be encouraged to be tolerant of the beliefs of others and to develop their own values to promote fairer and more caring attitudes.

Skills for Life, Learning and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

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 Tuesday and Friday, 4 days a week, over term time only. 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 Webster's High, Brechin Campus and Forfar Academy as well as other Primary Schools within the Angus area and beyond. 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. Pupils normally transfer to Secondary School in August following completion of their P7 year. You will be contacted by letter and offered a place at the secondary school serving your home address which you may either accept or decline.

Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Secondary staff visit P7 pupils to discuss aspects of their transfer with them, and in June the children will spend 2/3 days at their chosen secondary school.

Parents who wish to make a Placing Request for an alternative Angus Secondary School, should obtain a Placing Request form from their child's primary school or via the website;

https://www.angus.gov.uk/media/placing_request_application_form

Placing Requests may be submitted to the Pupil Enrolment Team, School and Learning, Angus House, Orchardbank Business Park, Forfar, DD8 1AN, LP8 Forfar or emailed to ACCESSSchoolsLearnEnrolment@angus.gov.uk or handed into their child's current school.

For some pupils:

An enhanced transition programme is available for children who are particularly shy or worried or who have difficulties making friends or who find it difficult to focus on their work. This programme is led by secondary staff and it provides extra opportunities for pupils and their parents to visit the secondary school and meet with staff.

For a very few pupils:

For pupils who have an Individual Educational Programme due to specific learning or social needs a special plan for transition is produced. This plan is agreed by parents and pupils at a meeting with the Head Teacher and a member of the secondary school's support for learning team. This meeting takes place in the summer term.

SCHOOL IMPROVEMENT (School Specific)

MAIN ACHIEVEMENTS

We are very proud of our pupils and of their recent achievements. We are also proud of the culture within school which encourages participation and success. There are a variety of extra-curricular activities in which pupils take part. These have included the following (amongst others):



- Almost all our parents/carers attended the Parents Evenings
- Highly successful School Show
- Rural Highland Games
- P7 Dalguise Trip
- Sports clubs including Dodgeball
- Outdoor Activities, P 5-6 Glenshee Ski Trip
- P6 and P7 Bikeability Training
- Virtual Athletics
- End of Term disco organised for all pupils
- Kodaly P1-4
- Summer Fete
- Health Week

Further details of school achievement can be seen in the main foyer of the school and also the School Standards and Quality Report.

IMPROVING STANDARDS

The school has a very good ethos which is recognised by both our community and visitors. Our policies for pastoral care and welfare are clear, appropriate and implemented accordingly. There has been a continued increase in both active and contextualized learning throughout the school. Praise is effectively used to motivate the children and encourage them to aim higher.

The pupils are regularly consulted on how they can improve their learning and there has been an increased effort to share this information with parents. Our vision, 'to nurture in all children a love of learning and a capacity to acquire the qualities, skills and knowledge to do well and live well in life' was endorsed by HM Inspectorate after engaging with our pupils and observing their daily business and how they go about it.

The school continues to have high expectations for all pupils with their many successes and achievements regularly shared and highlighted with the local community. Transition arrangements both within and out with the school continue to improve through ongoing consultation with the school community and cluster colleagues.

Pupil Care and Support system has been enhanced to ensure that every pupil's personal view is now sought and considered in the process of making best provision for their learning and all round wellbeing. Pupil-friendly materials have been devised and systems set up for pupils to indicate to a member of staff when personal support is needed. This ensures that on-going needs are addressed at the time.

Leadership practice at all levels, across pupil, parent and staff groups, has been praised by HM Inspectorate. It was recognised that all stakeholder views inform improvement and that planned improvement is led and developed by members across the whole school community.

Lunchtime achievement clubs provide opportunities for pupils to engage in a broader range of learning experiences to explore areas of interest which may not be accessible or available out-with school. These clubs support pupils to identify the impact of their hard work and commitment over a 5 or 6 session block by recognising exactly what has been achieved between the start and end of the block. Parent Council (TPSA) supports the resource costs to run lunchtime clubs and members of the parent group give of their time and talents to give pupils the extra-curricular learning experiences that they wish to pursue and perfect.

Learning All The Time Everywhere (LATTE) evaluations and target-setting is capturing pupils' personal achievements both in school and across the life experiences that they gain through home and family and accessing specialised lessons in areas of interest.

Further information can be found in the school standards and quality report which can be requested through the school office.

SCHOOL IMPROVEMENT PLAN

Each year we write a school improvement plan in order to take forward developments within the school. It is our plan that this document be written in full consultation with the parent council and pupils during our business assemblies so that they are fully involved in helping to shape the school's direction. A pupil and parent friendly version of the completed plan will then be displayed in the school for all visitors to see. (A copy of this year's school improvement plan can be accessed from the main office).



At present we work collaboratively with the parents and pupils to provide the most appropriate learning environment for the children. By working closely together the school and home are more likely to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors. The focus for school improvement over the next few years will be to continue our trend of improving attainment in literacy and numeracy with all development work having this end goal.

HEALTH CARE

You can contact your school health staff at: -
School Nurse, Kirriemuir Health Centre, 01575 577016.

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out with the school day, ie in the morning and evening. Where this is not possible, parents can arrange to administer the medicine during school hours. If this cannot be done, parents are required to complete a signed Authorisation to Administer Medication form prior to school staff administering medications on parents' behalf.

It is worth pointing out that there is no legal obligation which requires school staff to administer medication, this is a voluntary role. This policy also includes items such as Calpol, throat lozenges and cough mixture.

Where pupils have long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases, specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe

allergic conditions such as anaphylaxis.

It is a parental responsibility to inform the school of their child's medical needs. It is important for the school to have sufficient information about a medical condition of any pupil with long term medical needs. The information will be shared with staff on a need to know basis, in the best interests of the child. Any pupil who is feeling unwell should not be sent to school.

Sunscreen

As children are out doors for learning and for play, parents should apply this prior to sending children to school or nursery. If your child can apply sunscreen to themselves, a named supply of sunscreen may be sent into school with them for which they take responsibility. School staff do not supply, nor do they apply, sunscreen creams.

Illness during the school day

Children who are ill are best kept at home for their own comfort. However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be aware that the staff have a range of duties to perform in a day so we would politely ask that you make arrangements to collect your child as quickly as possible.

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:

Miss Shellard/Mrs Sarah Burke, Mrs Dawn Samson and Mrs Angela Ferguson

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