Fisherford Primary School

Handbook
2020/21

Contents

All information in this handbook is correct as of November 2020.

Introduction to Fisherford Primary School

As Head Teacher, I welcome you to Fisherford Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Fisherford Primary School.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely

Mrs Marianne Raikes
Head Teacher

School Contact Details

Marianne Raikes

Fisherford Primary School

Fisherford

Rothienorman

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01464 635160

https://fisherford.aberdeenshire.sch.uk

fisherford.sch@aberdeenshire.gov.uk

Adverse weather and emergency closure

https://online.aberdeenshire.gov.uk/Apps/schools-closures/

Information Line 0370 054 4999 and then **021720** (Please do not use this line to leave messages for the school).

Fisherford Primary School has a current roll of 10 pupils who are taught in a multi-composite single class of Primary One to Primary Seven. The school is set in the hamlet of Fisherford in rural Aberdeenshire, between Turriff and Inverurie, amidst farms and fields. As it is a rural area many of the parents are involved in the farming industry, so the children are scattered over a fairly wide area. There is a good community spirit with the school seen as a focal point and it therefore has a great deal of support.

The main school was built in 1931 and is comprised of one main teaching area, plus a hall/entrance area and staff office area. There is also a separate canteen building. Both buildings are in a reasonable state of repair. Some external refurbishment work was undertaken between May and September 2020, which has improved the outside appearance of the buildings and school grounds. The grounds and garden, which have been developed by the school form an overgrown woodland, are a good-sized area. The children have a pond and keep chickens.

Marianne Raikes joined us in March 2020 as our new Head Teacher. Marianne moved to Fisherford from Shetland, where she had been a Head Teacher for 18years at a small rural school. The class teacher/principal teacher has been in post for eight years. The school has a full-time pupil support assistant, a part-time school administrator, a canteen supervisor and a cleaner. A visiting specialist PE teacher visits the school for one afternoon a week. Support For Learning is provided by a visiting teacher, linked to the cluster schools. Our School Chaplain is Rev. Steven Potts.

The school was closed to pupils from the 23 March until 12 August 2020 due to Covid-19 and is now in Recovery Phase 1.

We plan to prioritise well-being for all our pupils and staff during this recovery phase year. There is a need to re-establish routines and rebuild strong, positive and inclusive relationships which are based on respect. We specifically want to engage more fully with our families, despite the challenges which the current circumstances are presenting in terms of being unable to welcome parents into the physical setting. We want to plan a long-term curriculum which leads us out of recovery into a stronger position to provide progression, continuity and coverage of the Broad General Curriculum.

The school has a proactive Parent Council which is very supportive of all aspects of school life. We very much encourage the involvement of parents in the work of the school. A Pupil Council has been established. The school has an excellent relationship with the children, parents and the local community and communicates its achievements and future plans through regular newsletters and in the local press. A monthly calendar is issued to parents and staff to inform them of events, visits etc. We plan to set up a closed Facebook group for communication with parents and a website.

Fisherford Primary School is a member of the Turriff Community Schools Network along with neighbouring primaries and Turriff Academy. Primary 7 pupils go on to Turriff Academy for Secondary education. There are well-established links with the Academy and these have continued to be strengthened.

The school operates its budget in line with Aberdeenshire Authority guidelines and priorities. Devolved budgets are managed accordingly, in order to support planned improvements in the school.

The school was inspected in April 2013 by HM Inspectors of Schools and concluded no further visits from the Inspectors were required. In May 2019 there was a National Numeracy and Mathematics Inspection. There was verbal feedback given to staff.

The school has a Gold Enterprise Award and a Bronze Eco School Award and an Intermediate level International School Award.

Our focus…

At Fisherford Primary School, learning meets everyone's needs for their future enabling them to become successful, happy and contributing members of society.

Our commitment…

Fisherford Primary School is committed to providing a safe, nurturing environment where everyone is valued as an individual and all achievements are celebrated.

The school day…

School Hours: 9.00 - 10.45 am

10.45 - 11.00 am   Morning Break

11.00 - 12.30 pm

12.30 - 1.30 pm   Lunch Break

1.30   - 3.15 pm

Our staff team…..

Head Teacher	:	Mrs M Raikes
Class Teacher	:	Miss V Johnston
Supply Teacher	:	Mrs J Paterson
Learning Support	:	Mrs Lorraine Howard
Physical Education	:	Mrs L Cruickshank
Pupil Support Assistant	:	Mrs P Petrie
Cleaner	:	Miss K Dunbar
Canteen Supervisor	:	Mrs N McGuinness
Receptionist / Clerical Assistant	:	Mrs P Petrie
School Administrator	:	Mrs S Murray
School Nurse	:	Mrs Therese Stoddart
	:	Ms Jenny Arnott
Janitor	:	Mr F Grant

Our Vision, Values and School Ethos

Fisherford Primary School Aims and Statement of Values communicate our philosophy and beliefs for Fisherford Primary School Community.

Fisherford Primary School will be a positive, safe and happy place in which to learn and grow a place where everyone is encouraged to become the very best that they can be and where everyone is valued for who they are and for what they can contribute.

Our aims for Fisherford Primary School are set in the context of cultural, social and educational change and seek to reflect the core values of the Curriculum for Excellence. We are committed to supporting and enabling all our children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

As Successful Learners our pupils will be

- Enthusiastic and motivated to learn
- Open to new ideas and determined to succeed.

As Confident Individuals our pupils will

- Have a sense of well-being, physical, mental and emotional.
- Show respect and ambition.
- Have secure values and beliefs.

As Responsible Citizens our pupils will

- Have respect for others
- Show commitment to participate responsibly in all aspects of life.

As Effective Contributors our pupils will

- Demonstrate enterprising attitudes
- Show resilience and self-reliance.

We believe that effective education is the result of a successful partnership between home and school and that by working together our children will have the best possible learning experiences.

Values that underpin our work

School Aims

Our pupils will be successful learners who are enthusiastic, motivated to learn, open to new ideas and are determined to succeed.

Our pupils will be confident individuals who have a sense of physical, mental and emotional well-being, who show respect, have ambition and have secure values and beliefs.

Our pupils will be responsible citizens who have respect for others and show commitment to participate in society.

Our pupils will be effective contributors who demonstrate enterprising attitudes and show resilience and self-reliance.

Curriculum

Within our school, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. We will, therefore have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap. Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: https://fisherford.aberdeenshire.sch.uk.

Curricular Areas

- **Literacy and English Language**: Listening, Talking Reading and Writing.
- **Numeracy and Mathematics**: Number, Money and Measure, Information Handling, Shape, Position and Movement.
- **Health & Wellbeing**: Mental, emotional, social and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
- **Social Studies**: People, past events and societies, People, place and environment, People, society, economy and business.
- **Sciences**: Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
- **Technologies**: Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering and graphics.
- **Expressive Arts**: Music, Drama, Art and Design and Dance.
- **Religious and Moral Education**: Christianity, World Religions, Development of beliefs and values.
- **Modern Languages**: In Fisherford Primary School the first foreign language taught will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). We aim to introduce German as a second foreign language for older pupils.

Curriculum Design

Our curriculum is designed on the basis of the following 7 principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Developing Young Workforce

As part of the curriculum, pupils will develop skills for learning, life and work. More detail about these key skills can be found using the link below:

https://www.npfs.org.uk/skills-in-a-nutshell/

Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education, and the work done by training providers, as well as different career pathways into employment.

In S4-6, pupils will be given the opportunity to study for vocational qualifications, including Foundation Apprenticeships, alongside the more traditional qualifications.

Further information for parents on Foundation Apprenticeships can be found at https://www.apprenticeships.scot

Further information for parents can be found on the Aberdeenshire DYW website:

http://dywaberdeenshire.org/parents/

Curricular Levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

Development of Spiritual, Moral, Social and Cultural Values

At Fisherford Primary 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.

1+2 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.

In our School the first foreign language L2 will be French. This language will be taught from P1 (in Primary School) through to S3 (in secondary school). A third language will be introduced in P5-7, this will be German.

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: https://fisherford.aberdeenshire.sch.uk

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

Policy for Scottish Education:

https://education.gov.scot/scottish-education-system/policy-for-scottish-education

Early Learning & Childcare:

https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare

Broad General Education (Pre school – S3):

https://education.gov.scot/scottish-education-system/Broad%20general%20education

Senior Phase and beyond (S4 – 16+):

https://education.gov.scot/scottish-education-system/senior-phase-and-beyond

National Qualifications:

https://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605

Assessment and Reporting

Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment e.g.

- Observation of what the pupils "make" "say", "write" and "do".
- Homework
- Self and peer assessments
- Marking of class work and other individual/class assessments
- Ongoing tracking and monitoring procedures in school
- Scottish National Standardised Assessments (P1, P4, P7 and S3)

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 and S3 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person's progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at:

https://standardisedassessment.gov.scot/

The results of children's achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by 2 annual reports – a short report in November and a longer one in June
- Individual Education Plans and associated documents

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child's progress.

Transitions (Moving On)

- Pre-School and Nursery to Primary 1
  Prior to pupils beginning Primary 1, the school will contact the Nursery or Play Setting. In May/June parents and pupils are invited into school for several play sessions.

  Whilst the children are in class meeting their teacher and other pupils, the parents are given the opportunity to find out about the curriculum and discuss any of their concerns. Parents and new entrants are invited to join the other pupils for school lunch on one of their visits.

- Primary – Secondary
  Pupils at Fisherford Primary School normally go to Turriff Academy for their secondary Education. Occasionally, pupils also transfer to The Gordon Schools in Huntly. P7 pupils are invited to attend their secondary school for 4 days in June. For pupils who need additional transition arrangements, there are bridging groups to meet their needs. Primary and secondary school staff liaise closely to ensure a smooth transition.

Visit Parentzone for more information about transitions:

https://education.gov.scot/parentzone/my-child/transitions

1 Admissions

Nursery Admissions.

Early in each calendar year, all parents/carers should complete an application form and summit this to the nursery of their choice. This can be your local school nursery or any other early learning and childcare setting within Aberdeenshire. The application form can be found here:

http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/

Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

http://aberdeenshire.gov.uk/schools/information/primary-school-registration/

To view the school catchment area for your address, go to:

https://aberdeenshire.gov.uk/schools/school-info/admissions/school-zones/

2 Placing Requests & School Zones

For all advice and information on placing requests and guidance on school catchment/zones go to:

http://aberdeenshire.gov.uk/schools/information/choosing-a-school

Your child would normally attend a school within the school catchment area (zone) close to where you live. However, you can request that your child attends a school in another zone (out of zone). Please follow the links for more info:

Out Of Zone Placing Request Policy & Procedures

Support for Children and Young People

3 Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Aberdeenshire's schools play a key part in delivery of Aberdeenshire's Children's Services Plan.
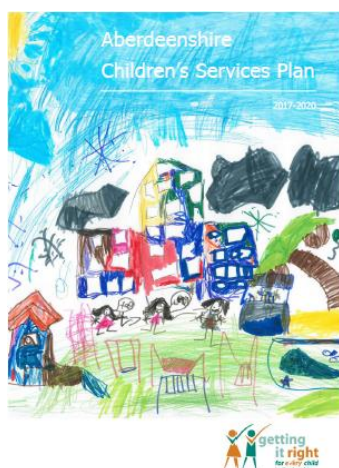
Its vision is that:

'Our commitment to Aberdeenshire's children and young people, is to provide them with the right support, in the right place, at the right time.

In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up'

You can find out more about our Children's Services Plan at:

http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/

4 Wellbeing

Wellbeing of children and young people sits at the heart of the *Getting it Right for Every Child* approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland's children and young people.

The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at our school to feel happy, safe and supported to fulfil their potential.

Taking care of our pupils' well-being ensures the most positive outcomes giving them the potential to grow, succeed and play their part in society.

5 Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

- Raise awareness of Children's Rights, and how rights can be accessed
- Provide opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views (where needed)
- Listen to children and young people's views on what we do well, and what we could do differently

Aberdeenshire Council has endorsed a Children and Young People's Charter. You can find out more about Children's Rights and opportunities for participation at:

http://www.girfec-aberdeenshire.org/home/children-and-young-people/

6 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or to access a service or support
- Discussing or raising a wellbeing concern about a child or young person

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern. The Named Person Services is currently delivered on a national policy basis.

For more information you can contact your child or young person's Named person directly, or go to:

https://www.gov.scot/policies/girfec/named-person/

Here at Fisherford Primary School the Named Person for your child/young person is Marianne Raikes.

7 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to problem solve their way through potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. Its purpose is to explore and understand the concern, and support people to come up with solutions that will work in that particular context.

The EPS also offers a range of services that help improve learning and wellbeing for all children and young people. We do this through action research, development work with schools, training, and contributing to strategic developments.

http://aberdeenshire.gov.uk/schools/eps/

8 Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

For more information on all of our resources and policies go to: http://asn-aberdeenshire.org/

9 Support for Learning

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Reasons for requiring support might include:

- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Being bullied

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

10 The Child's Plan

The *Getting It Right* approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire's staged approach to assessment and planning for individual children and young people, shown below.
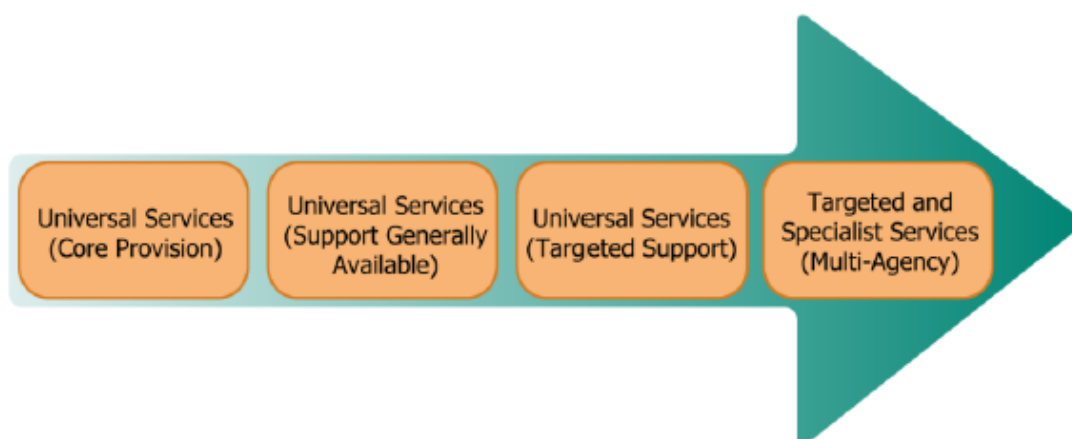
For a small minority of children or young people, there might be higher levels of wellbeing need or risk identified. These children may require a level of targeted support, which needs to be coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted supports, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment using the National Practice Model (My World Triangle/Resilience Matrix) would help to identify any wellbeing needs (*Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included*), and highlights strengths and pressures in the child's situation. Families are fully involved as key partners in these discussions.

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will be identified to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website:

http://www.girfec-aberdeenshire.org/

11 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

Within our School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. **Here at Fisherford Primary School the designated officer is Marianne Raikes.**

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns:

You can speak to designated staff in our school

Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

Police Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

• stay calm and listen to them

• never promise to keep it a secret – tell them you must let someone else know

• remind them that they are not to blame and are doing the right thing

• report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire's children and young people is everyone's business, go to:

http://www.girfec-aberdeenshire.org/child-protection/

12 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

http://www.girfec-aberdeenshire.org/

Aberdeenshire Council

http://www.aberdeenshire.gov.uk/schools/additional-support-needs/

Support for All

https://www.education.gov.scot/scottish-education-system/Support%20for%20all

Enquire – National Parent Information Service and Helpline

http://enquire.org.uk/

Parent & Carer Involvement and Engagement

The term "parents" refers to anyone with parental responsibilities and others who care for or look after children or young people.

Both globally and nationally it is recognised that parents are the single most important influence on their children's development, learning and achievement. The involvement and engagement of parents in their children's learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

Parental Involvement and Engagement Strategy The Parental Involvement and Engagement Strategy demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents' involvement in their child's learning and the important role they play in their child's education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-eed64086ea42

13 Parental Engagement

Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

14 Communication

The school uses a range of approaches to share information about your child's learning and progress. These include:

- School Website: https://fisherford.aberdeenshire.sch.uk
- Private Facebook group for parents and staff
- Newsletters
- Events
- Open days/mornings/afternoons
- School reports
- Praise system

The school calendar highlights planned opportunities where we welcome you into school for events, and opportunities to talk about your child's progress, wellbeing and behaviour (see Further Information).

15 ParentsPortal.scot

parentsportal.scot

In support of Aberdeenshire Council's ambition to offer more digital services to its residents, Aberdeenshire primary and secondary schools are rolling out a new national online service called **parentsportal.scot**. This is designed to replace the paper 'schoolbag run', giving a child's registered contacts access to a range of school-related online services, 24 hours a day, 7 days a week.

At the heart of the system, is a secure account through **mygov.scot,** which is referred to as '**My Account**' or **'MyAberdeenshire'** account. 'MyAberdeenshire' is already used to allow parents/carers to make online payments or receive notifications if a school closes unexpectedly. **Parentsportal.scot** and '**MyAberdeenshire'/mygov.scot** will work together, making this a convenient one-stop-shop, to access all Aberdeenshire digital services.

Initially, **parentsportal.scot** will allow parents/carers to see basic information about your child(ren)'s school and twitter account as well as:-
- make a link to your child(ren)
- complete the annual data check process electronically (child's main contact only)
- update their own as well as your child(ren)'s details at any time
- to register and access for online school meal payments using one sign in (iPayImpact)

How do I sign up? - If you **already have a myAberdeenshire account** to pay for school meals through iPayImpact, you can sign up using the same sign in details at https://parentsportal.scot/home/ You **do not need** to register or set up a new **mygov.scot** account.

If you do not have a myAberdeenshire/mygov.scot account or are looking for more information and videos on how to access to **parentsportal.scot**, please go to https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/

16 Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

We will provide materials for you to work with your child to develop key skills at home. We are always happy to discuss the specifics of homework with parents and to make arrangements which will be of most benefit to your child.

17 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers or guardians in the school.

The **Parent Council** is a group of parents selected by the Parent Forum to represent the views of all parents, carers and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Head teacher for more information about getting involved in the Parent Council or email: fisherford.sch@aberdeenshire.gov.uk

18 Parents and School Improvement

Our school has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. In our school we will consult with parents in a number of ways. These may include:

- working groups/focus groups which any interested parent is invited to be part of
- questionnaires and surveys
- consultation with the Parent Council

19   Volunteering in School

There are many opportunities for you to support learning in school. These may include:

- volunteering to share the skills and knowledge you have
- supporting children and young people in the classroom
- supporting or lead extra-curricular activities
- directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

http://jobs.aberdeenshire.gov.uk/volunteer-with-us/ or contact your Head teacher.

20 Collaborating with the Community

We work with many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences and opportunities. If you are interested in working with the school, please contact the Headteacher

21 Addressing Concerns & Complaints

Aberdeenshire Council recognises the vital role that parents play in supporting their child's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies or staff behaviour.

http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: https://fisherford.aberdeenshire.sch.uk

All Aberdeenshire Council Education policies can be found here:

http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-childrens-services-policy-framework/

22 Attendance

Permission for absence from school: We understand that there will be occasions when children are absent from school.

If your child is absent: the school will contact parents by 9.30 am, if they have not already done so.

If your child feels ill: Your child can report to the school office. If appropriate, staff will arrange for you to collect your child. If your child is sick or has an upset stomach they should not return to school until 48 hours after their last bout.

At present, there are additional measures regarding attendance in place to protect against Covid-19. Please contact the school for details.

The school follows the Aberdeenshire Attendance Policy:

http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

23 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time for primary and secondary children should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/

24 Dress Code

We encourage all pupils to wear our school uniform. This helps to instil a sense of belonging and team spirit within our school. Pupils, parents and staff were involved in choosing the current dress code and the items have been selected so that pupils clearly identify with the school.

School Uniform is available to order online at http://www.pomprintdesigns.com/

School uniform consists of - school sweatshirt and yellow polo shirt with school logo, dark school skirt or trousers, dark school shoes (children should not wear high heeled shoes as these cause safety concerns). Children bring a pair of soft indoor shoes to keep at school and to wear inside the building. We appreciate your cooperation in support of this.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

PE Kit consists of – T shirt which tucks into shorts, standard length shorts, socks, gym shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag. (At present, pupils are asked to come to school already wearing PE kit on gym days, this is in line with advice on infection prevention).

With regard to safety, the wearing of jewellery is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Shoe-string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

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 that of others.

25 Clothing Grants

Some families may be entitled to a school clothing grant of £100 per eligible child per financial year. More information about this can be found at:

http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/

26 Transport

In order to qualify for free Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Pupils will be assigned a collection point, in villages and towns and where safe to do so, pupils may have to walk up to 1 mile to the nearest collection point. Pupils who reside in rural locations are usually collected at the nearest adopted road to them (track end or roadside). School transport vehicles will not use private unadopted roads or tracks. It is the parent's responsibility to escort the pupil to and from their collection point Application forms for free transport, Form PTU100 can be obtained from the school office.

27   Privilege Transport

Transport provision is also made available for pupils who are not ordinarily entitled to transport. Privilege transport is provided on school transport services subject to spare seating capacity. There are 3 types of privileged transport available.

In-zone Privileged transport

Pupils who attend their zoned school but are under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to school transport, in-zone Privilege pupils may be give written notice and removed from transport.

In-Zone Privilege Transport – Safety

Pupils who attend their zoned school but do not qualify due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is no safe walking route available to the pupil, they are guaranteed a seat on transport by applying for an In-zone Privilege pass. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to school transport.

Out of Zone Privilege Transport

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at any time for In-Zone Privilege and Entitled transport pupils.

Application forms can be obtained directly from your child's school. For further information, see the Council website:

https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/ or contact: school.transport@aberdeenshire.gov.uk

Local Bus/Registered School Bus Services

Some services operate as registered bus services. These operate on a fare paying basis and pupils will be required to pay fare to the driver or purchase a season ticket for travel.

28 Early Learning & Childcare Transport

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

29 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

30 School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

If children are at school…

School transport contractors have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to a designated location.

Public service vehicles – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

Before the start of the school day…

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Headteachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

- **Northsound 1**
  FM 96.9
- **Northsound 2**
  MW 1035 kHz
- **BBC Radio Scotland**
  FM 92.4 - 94.7MW 810 kHz
- **Moray Firth Radio**
  FM 97.4 MW 1107 kHz
- **Waves Radio**
  FM 101.2
- **Original 106 FM**

Twitter
http://twitter.com/aberdeenshire

Aberdeenshire Council Website
https://online.aberdeenshire.gov.uk/Apps/schools-closures/
You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

https://online.aberdeenshire.gov.uk/myAberdeenshire/

School Information Line
Tel: 0370 054 4999 then **021720**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

31 Storm Addresses

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

32 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number of circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

33 Anti-bullying Guidance

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person's ability to feel in control of themselves.

Bullying can be verbal, physical, emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.

What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6 step approach. They will:

1.   Record the Incident
2.   Speak to the individuals involved having frank and honest dialogue
3.   Speak to parents
4.   Utilise Restorative approaches
5.   Monitor the situation
6.   Review and increase response accordingly

Aberdeenshire Council Education and Children's Services Anti-Bullying Policy is due to be reviewed and updated in 2019/20.

More information can be found in our School's anti-bullying guidance. Copies of this school guidance can also be accessed via the School Office.

FISHERFORD PRIMARY SCHOOL   ANTI - BULLYING POLICY

In an ideal world there would be no need to write a school policy on Bullying - as everyone would be living in peace and harmony. However, being realistic and taking into account the diverse nature, personality and background of children it is necessary.

In school the Bullying Policy is bound up with its Policy on Behaviour and Discipline. (See School Policy)

Definition of a bully - Collins Dictionary:

A bully is a person who hurts, persecutes or intimidates weaker people.

AIMS

1. That children feel safe and secure knowing that their fears and complaints will be listened to sympathetically and dealt with effectively.

2. That all school members, adults and children show respect, kindness and tolerance of others - older and younger than themselves.

3. That children are not afraid to speak out or seek help for themselves or others.

4. That good behaviour is recognised, praised and becomes the accepted norm to be copied.

5. That it is commonly known by parents, children and the wider community that bullying in any form is not acceptable and not tolerated at the school or beyond and that action will be taken to eliminate it.

6. To prevent bullying by good policy and practice.

7. That children are taught to be tolerant and understanding of others, and respectful of others' race, colour, creed, religion etc.

POLICIES

1. That any incident of bullying as defined above, seen by or reported to any staff, will be dealt with as quickly and effectively as possible and reported to the Head Teacher. First the victim will be interviewed, reassured and supported. Witnesses will be interviewed, followed by the bully who will then be counselled before effective and appropriate action is taken.

2. That acts of bullying will be dealt with in a variety of ways depending on the nature of the offence. In cases of more severe or repeated acts of bullying parents concerned will be informed and asked to respond and co-operate in action taken against the bully. Sanctions such as extra work, written apology, parental involvement via monitoring, referral to Educational Psychologist and as a last resort exclusion from school can be resorted to.

3. That parents of children as well as children themselves can feel comfortable about reporting incidents knowing they will be taken seriously and complaints investigated.

4. That parents of bullies will be informed and expected to help resolve problems.

5. That all staff, teaching and non-teaching, even bus drivers, be aware and ever watchful of behaviour and report any suspicions and changes that could denote bullying incidents, hence trying to "nip them in the bud" and pre-empt unsocial behaviour.

6. That bullying incidents are recorded and evaluated so that action can be taken. In severe cases written evidence is taken, dated, signed and filed.

7. As a form of sanction and punishment we will set up a 'contract' of behaviour for the bully to sign and in severe cases, parents to sign also.

8. That victims are supported and monitored.

9. That a no-blame approach is taken.

Circle Time activities will help to reinforce issues and bullying will also be dealt with as part of our Health Promoting School education programme.

34 School Meals

Primary School Lunches

Lunch time is an important aspect of the school day. Not only does it provide children with a nutritionally balanced meal, it enhances their social and personal development.

How does my child choose their lunch?

In class first thing in the morning children select their meal using the Smart Board. Meal options are displayed and a choice is made by touching the chosen option shown on the Smart board. The teacher will explain to children the menu options available on the day, but it is helpful for parents of the younger children to discuss this with them before they arrive in school.

The School Catering Service provides good value meals at our schools using carefully sourced quality ingredients. There is always a wide selection of options available from the menu. The menu and helpful information can be found via this link https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/

Children with medically prescribed dietary requirements

Parents should be aware that they can access special dietary support information by viewing https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/ to access OurShireMenus content portal.

Children who require medically prescribed dietary support, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to offer support for these children by completing Admission Form D available from the school administration office. The School Management Team and the Catering staff will be happy to discuss your requirements.

Special Events and Celebrations

The children enjoy eating together and we encourage learning and wellbeing during lunchtime. Occasionally we celebrate special dates and encourage all children to participate.

If your child is going along on a school trip the school catering service can provide a nutritious packed lunch for the occasion and this includes children who qualify for free school meals.

How Much does a Primary School Meal Cost?

The current price of a Primary school meal can be found via the following link -

https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-school-meals/

How do I pay for School lunches?

Lunches are provided free of charge for pupils from P1 to P3. Paying for School lunches is very easy to do online.

It is very important to keep this account in credit as failure to do so triggers a time-consuming debt recovery process for the School and Catering service. We aim to support the wider Authority to be debt free and require your support in this by ensuring you top-up your account before sending a child for school meals.

Online payments system

We are encouraging parents/carers to register for online school payments due to COVID-19 to eliminate handling of cash. Parentsportal.scot is the recommended way to register to access all school payments including school meals.

Parentsportal.scot is securely linked to a myAberdeenshire account and to register follow this link https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/

Please ensure there are always sufficient funds on your child's account prior to sending them for school meals. There is a formal debt recovery process for accounts that fall into debt.

If you are having difficulty making payments please contact the school office as we are here to support families and will do whatever we can to assist you.

Free School Meals Information

Am I entitled to free school meals?

Click on the link to find information that explains the free school entitlement and how to go about it. Free School Meals

If you have difficulties obtaining access to free school meals please speak with your school and we will work together to provide assistance.

If you require any further information regarding School Catering send a message to this email address - schoolmeals@aberdeenshire.gov.uk

35 Healthcare & Medical

Every child's health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP's advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most

children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments:

http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has 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.

36 Schools and Childcare – Coronavirus

Information for parents, carers and young people on return to school arrangements in Aberdeenshire schools and early learning facilities.

- New term arrangements
- Contingency planning
- School meals
- School transport
- Family Information Service
- Shine a Light on Lockdown

If you are a British Sign Language (BSL) user, please watch our video explaining out schools and childcare arrangements. You can also contact us via contact SCOTLAND-BSL, an online British Sign Language interpreting service.

37 Exclusion

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may apply.

For further information on exclusions contact the school or go to:

http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf

38 Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits their children will participate in.

39 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability.

For further information go to:

http://aberdeenshire.gov.uk/schools/ims/

40 Public Liability Insurance

Aberdeenshire Council holds third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the Council has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

Whilst the school will exercise reasonable care for pupils' property, it is inevitable that property will be lost or damaged from time to time. Pupils' property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

41 School Off Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation (as specified in the policy) , curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports), subject to policy terms and conditions being met.

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee.

Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Please be advised, however, that the Duty of Care aspect below is not insurance related:

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

42 Data we hold and what we do with it.

General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25th May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Digital technology has advanced greatly over the years and the Data Protection Act was also updated last year to take this into account and make it fit for purpose (Data Protection Action 2018).

Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children's Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

43 The information we collect from you

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

44 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: https://www.aberdeenshire.gov.uk/online/legal-notices/data-protection/. Alternatively you can contact the Council's Data Protection Officer by emailing DataProtection@aberdeenshire.gov.uk or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner's Office, (www.ico.org.uk). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required where it is data controlled under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices.

45 Parental Access to Records

Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 2018. An Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

https://ico.org.uk/your-data-matters/

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record

46 Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

47 ScotXed

ScotXed is a term used to represent the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children,

along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices

If you have any concerns around the national ScotXed data collections, you can:

- Contact the Data Protection & Information Assets team at the Scottish Government on dpa@gov.scot, or
- The Head of Education Analytical Services, Mick Wilson, on at mick.wilson@gov.scot,
- You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
- Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

Further Information

School Improvement Plan

IMPROVEMENT ACTION PLAN AND
CALENDAR 2020-2021

Using self-evaluation tools such as HGIOS4, NIF, Aberdeenshire Improvement Plan etc we have identified the following priorities for this session.

	IMPROVEMENT PRIORITIES	REASONS
1	Improve pupils' health and wellbeing, especially improving self-esteem, self- control and engagement with learning. Prepare our P7 pupils more adequately for transition to High School	To promote equality and improve our pupils' life skills so that they can be confident individuals with positive destinations post-education. To help our pupils to develop more resilience and positivity.
2	Improve attainment in literacy and numeracy. Improve attainment across the Broad General Curriculum	To close the attainment gap by ensuring that our pupils have every opportunity to be successful learners, especially in key skills.
3	Improve engagement with pupils, parents and the wider community.	To improve our pupils' opportunities to be effective contributors and to engage with our parents in meaningful ways that support their children's progress.
4	Improve our expectations of self-evaluation and robust engagement school improvement in partnership with all stakeholders.	To ensure that our progress is sustainable, appropriate, and effectively has a positive impact on our pupils.

48 Action 1

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
• Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. **Key drivers of improvement** School leadership Teacher professionalism	1.3 Leadership of change 1.5 Management of resources to promote equity 2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **Specific to HGIOELC** 3.2 Securing children's progress 3.3 Developing creativity and skills for life	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment.

Priorities: **COVID RECOVERY** **TO IMPROVE PUPILS' HEALTH AND WELLBEING**	**Data/evidence informing priority:** • **Covid school closure** • **Need to raise ability to persevere and demonstrate resilience** • **improve concentration skills** • **re-establish school routines** • **feelings of loss, change and lack of control** • **more ownership for own learning**

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track / Behind Schedule / Not Achieved
Purchase new playground equipment Develop whole school ethos of Growth Mindset and positivity about learning Prioritise re-establishment of relationships, routines etc in Phase 1 Paint a large outdoor mural and refurbish garden areas- to promote whole school teamwork, and a sense of pride, belonging and security. Mindfulness and Growth Mindset activities are specifically timetabled and taught. Plus every opportunistic situation is used to promote a self positivity message	All school staff plus janitorial team	Aug 20 ongoing through session Phase1 Phase 2	Pupils all able to access safe suitable equipment for PE Discussion with pupils Records of interventions	

Promote wider achievement • Set up school website and FB page Work with cluster on improvement plan with targets linked to resilience and mental first aid. Engage with virtual shared activities with P7 pupils in other settings Prepare appropriate portfolio of evidence of achievement to inform curricular transition.		Phase 1-3	Observable improvements in engagement and behaviour etc Boxall Profile for identified pupils Snapshot of pupils baseline views and mid session views	

49 Action 2

<table>
<tr>
<td>National Improvement Framework Priorities

• Improvement in attainment, particularly in literacy and numeracy.
• Closing the attainment gap between the most and least disadvantaged children.

Key drivers of improvement

School leadership

Teacher professionalism

Assessment of children's progress</td>
<td>HGIOS and ELCC

1.2   Leadership for learning

1.3   Leadership of change

1.5   Management of resources to promote equity

2.2   Curriculum

2.3   Learning teaching and assessment

2.6   Transitions

2.7   Partnerships

Specific to HGIOS 4

3.2   Raising attainment and achievement</td>
<td>**Aberdeenshire Priorities:**

1. Improving learning, teaching and assessment.

2. Partnership working to raise attainment.</td>
</tr>
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<table>
<tr>
<td colspan="2">**Priorities :**

TO IMPROVE PUPILS' ATTAINMENT IN LITERACY AND NUMERACY

TO IMPROVE PUPILS' ATTAINMENT ACROSS THE CURRICULUM</td>
<td colspan="2">**Data/evidence informing priority:**

ASSESSMENT DATA GATHERED OVER 19-20 SESSION AND IN SEPTEMBER 2020

SCRUTINY OF PUPILS' WORK PREVIOUS TO COVID CLOSURES</td>
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<table>
<tr>
<td rowspan="2">**Key actions**</td>
<td rowspan="2">**By whom**</td>
<td rowspan="2">**When?**</td>
<td rowspan="2">**How will we evaluate impact?**

(Measurements of success)</td>
<td>**Progress**</td>
</tr>
<tr>
<td>**On Track**

Behind Schedule

Not Achieved</td>
</tr>
<tr>
<td>Purchase maths resources including digital resources for teaching maths recovery

To write a curriculum rationale and long term forward planning to provide a skeleton for progression and coverage of BGE

Plan and deliver consistent, learning recovery experiences across Literacy and Numeracy</td>
<td>Teacher and head teacher

SFL teacher

Additionality teacher</td>
<td>Aug and Sept 2020 and ongoing through the session</td>
<td>Assessment of pupils' attainment

Sep 20

Dec 20

Mar 21

Jun 21</td>
<td></td>
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</table>

Consolidate electronic tracking to monitor attainment in literacy and numeracy			Copy of curriculum Rationale	
Plan and deliver targeted intervention for Support for Learning for some pupils in literacy and numeracy	Class staff		Teaching plans	
Plan for delivery of the BGE through interdisciplinary topics which link benchmarks and are assessed using holistic assessment			Attainment in Literacy	
Make effective use of assessment to plan next learning and to target appropriate interventions for pupils	All class staff		Pupils' written work	
Pupils will make an individual portfolio of learning achievements. This will serve 3 purposes: • Evidence of attainment • Celebration of achievement • A way to communicate pupils' progress to parents			SFL planning and records	
			Observed in the classroom	
			In place and updated	
Plan and carry out self-evaluation of teaching and learning including a learning audit in February			Discussion with pupils.	
Take part in cluster moderation of achievement of a level in writing		February 2021		
			SNSA	
			Formative assessments	
			Teacher judgement	
			In school and cluster moderation	
			Pupils will have a 'MY LEARNING' folder which is accumulated over the year	
			Lesson observations	
			Peer support	

50 Action 3

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
• Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. **Key drivers of improvement** Parental engagement School improvement	1.3 Leadership of change 1.5 Management of resources to promote equity 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing children's progress 3.3 Developing creativity and skills for life	2. Partnership working to raise attainment.

Priority 3 : **TO IMPROVE PUPIL VOICE AND PARENTAL ENGAGEMENT**	**Data/evidence informing priority:** • **Pupils are displaying and voicing a lack of engagement with learning and with school** • **There is no evidence to suggest they have a say in decisions that affect their learning and school life** • **Parents say they are not well informed about their child's progress and about decisions around school improvement** • **Following the COVID closure, parents cannot visit the school, this is a challenging situation**

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress On Track Behind Schedule Not Achieved
Consult with parents and with pupils about their views and priorities Write PEF plan and SQUIP in consultation with all stakeholders	Head teacher and school staff	PHASE1	Results of parent / pupil feedback SQUIP	

Set up school website in order to provide a platform for school communications, information and school reputation Set up and assist parents to engage with Parent Portal Set up virtual Parent Council Meetings Set up and support Pupil Council Consider ways in which we can further promote pupils' ownership of learning. • Active learning journals • Learning credit projects (This will be in Phase 3 because we first need to re-establish strong, safe expectations about learning and to give input about growth mindset and positive self-image etc.) Set up a small lending library in a disused phone box, in cooperation with the community and past pupils.		PHASE1 and 2 PHASE 3	School website set-up Kept up to date and being accessed by parents etc.	
	PSA and other staff parents community and ex pupils		Library is operating and pupils are taken to use it regularly. They express satisfaction at having set up this facility. It is publicised through media and school website.	

51 Action 4

National Improvement Framework Priorities		Aberdeenshire Priorities:
• Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. **Key drivers of improvement** School leadership Parental engagement Assessment of children's progress School improvement Performance Information	HGIOS and ELCC 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 **Specific to HGIOS 4** 3.2 Raising attainment and achievement **Specific to HGIOELC** 3.2 Securing children's progress	3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority: **TO IMPROVE OUR SCHOOL SELF EVALUATION**	**Data/evidence informing priority** • **Previous school improvement paperwork** • **Pupils' attainment** • **Staff morale and engagement**

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress On Track Behind Schedule Not Achieved
Engage with all stakeholders in initial self-evaluation consultation Identify key priorities for our RECOVERY SQUIP. These will be focussed, specific targets and actions which may not need to be repeated. Plan manageable school improvement, prioritising those which most effectively impact on pupils safety, wellbeing and attainment Plan a calendar of school improvement to take action on these targets	All stakeholders led by head teacher	Aug /Sept 2020	SQUIP in place and actions being taken Regular reviews and communication with stakeholders	

Use Working Time Agreement to prioritise time carry out the actions identified				
Use Pupil Equity Funding (PEF) to fund these actions				
Review targets and progress at end of each Phase. Keep stakeholders informed.				
Plan and undertake a more normal cycle of self-evaluation which will replace our 'RECOVERY' plan as a sustainable 5 year forward plan of school improvement.				

SCHOOL IMPROVEMENT CALENDAR 2020-2021

	Specific actions	comments
JUNE /JULY	Audit health and safety of site with head janitor	
	Risk assessments up-date	
	Initial school self- evaluation (staff)	
	Organise essential outdoor repairs- fence/gate/pond	
	Plan for initial recovery phase	
AUG	Set up classroom	
	Carry out pupil assessments in literacy and numeracy	
	Audit learning resources	
	Consult with parents/ pupils and staff about school improvement	
	Establish classrooms routines	
	Establish baseline expectations	
	Set up behaviour expectations rewards/ sanctions	
	Ongoing school repairs on track	
	Evaluate pupils' assessments and self-evaluation feedback from parents/ pupils to inform NIF return / PEF/SQUIP	
	PEF plan consulted on and complete	
	Order resources for numeracy from PEF	
	Put up displays which celebrate pupils' achievements and re-establish the school ethos	
	Consult more widely on SQUIP including with pupils	
	Curriculum long term planning underway	
	Plan and paint outdoor mural	
	Arrange assessments for SFL pupils	
	Complete SCOTEXED data for uptake	
	Set up Pupil Council and maintain with weekly support	
	Emergency Plan update	
OCT	Set up 'MY LEARNING' portfolios	
	Communicate to parents: SQUIP progress so far	
	Continue curriculum long-term planning	
	Start-up work on school website	
	Virtual Parent Council AGM	
	Curriculum long term plan and termly plan updates	
	Review pupil tracking	
NOV	Reporting to parents – written and phone conferences	
	Audit of resources -updated	
	Painting of mural completed and put up	
	School website- ongoing	
	Emergency plan update	
	Health and safety risk assessment update	
	Plan mindfulness/ wellbeing interventions for Term 3	

DEC	Pupil assessment (all)	
	SQUIP progress review	
	Review of 'MY LEARNING' portfolios	
	School website- ongoing	
	School handbook update	
	Self-evaluation walk- staff and pupils and (virtually) parents	
JAN	SNSA -P7	
	Joint transition activities P7	
	Writing moderation activity	
	Budget audit	
	Phone box lending library set up and launch	
	Continue curriculum long-term planning	
FEB	Audit of learning and teaching	
	Review of school grounds and plans for summer work	
	Review of 'MY LEARNING' portfolios	
	Curriculum planning overview for 2021-22	
MAR	Pupil Assessment (all)	
	SNSA P4	
	Numeracy moderation activity	
	Professional reviews- all staff	
	HGIOS 4 audit- all staff – for NIF submissions	
	Review pupil tracking	
APR	Self-evaluation questionnaire for parents/ pupils	
	Wellbeing audit	
	Continue curriculum long-term planning	
MAY	Transition visits P1	
	Reporting to parents- written and parents' evening	
	Staff school self-evaluation and review of SQUIP -all staff	
	Review of 'MY LEARNING' portfolios	
	P7 prepare transition portfolios	
JUNE	Transition visits P7	
	Planning for new SQUIP	
	PEF planning priorities review	
	Review pupil tracking	

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School Events Calendar & holidays

Assessment Calendar

Informal Assessment is continuous throughout the session. Formal assessment using Scottish National Standardised Assessments (SNSA) are taken by: P1 P3 P4 P5 and P7.

May	P1 SNSA
January – February	P7 SNSA
February – March	P4 SNSA

Aberdeenshire Council School Holiday Calendar

https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/

Term 1

- 19th August 2019 - in-service day
- 20th August 2019 - in-service day
- 21st August 2019 - start of term 1
- 10th October 2019 - end of term 1
- 11th October 2019 - in-service day
- 14th to 25th October 2019 - October holiday

Term 2

- 28th October 2019 - start of term 2
- 18th and 19th November 2019 - in-service day
- 20th December 2019 - end of term 2
- 23rd December 2019 to 3rd January 2020 - Christmas holiday

Term 3

- 6th January 2020 - start of term 3
- 14th February 2020 – Occasional Holiday
- 17th February 2020 - mid-term holiday
- 18th and 19th February 2020 - in-service day
- 3rd April 2020 - end of term 3
- 6th to 17th April 2020 - spring holiday

Term 4

- 20th April 2020- start of term 4
- 8th May 2020 - May Day holiday
- 1st June 2020 – Occasional Holiday
- 3rd July 2020 - end of term 4
- 6th July to 14th August 2020 - summer holiday

Map of catchment area

https://gis.aberdeenshire.gov.uk/maps/map.aspx?geolocate=true&resolution=2&initialDialog=localKnowledgeDialog