

Contents

| | |
|---|-----------|
| Hatton of Fintray School | 1 |
| Introduction to Hatton of Fintray School | 4 |
| Our Vision, Values and School Ethos | 7 |
| Curriculum | 10 |
| 1 1+2 Approach to Language Learning in Aberdeenshire | 15 |
| 2 Further Information | 16 |
| Assessment and Reporting | 17 |
| Transitions (Moving On) | 19 |
| 3 Admissions | 20 |
| 4 Placing requests & School Zones | 21 |
| 5 Skills for Learning, Life and Work / Developing Young Workforce | 21 |
| Support for Children and Young People | 22 |
| 6 Getting it Right for Every Child | 22 |
| 7 The Named Person | 22 |
| 8 Educational Psychology | 23 |
| 9 Enhanced Provision & Community Resource Hubs | 23 |
| 10 Support for Learning | 24 |
| 11 The Child's Plan | 24 |
| 12 Child Protection | 25 |
| 13 Further Information on Support for Children and Young People | 25 |
| Parent & Carer Involvement | 27 |
| 14 Our Parent Forum & Working with you as partners | 27 |
| 15 Communication. | 27 |
| 16 Parenting | 28 |
| 17 Volunteering | 28 |
| 18 Learning at Home | 28 |
| 19 Decision-making and Developing Services | 28 |
| 20 Collaborating with the Community | 28 |
| School Policies and Useful Information | 29 |
| 21 Attendance | 29 |
| 22 Holidays during term time. | 29 |
| 23 Hatton of Fintray School Dress Code | 29 |

| | | |
|----|--|----|
| 24 | Clothing Grants | 30 |
| 25 | Transport | 30 |
| 26 | Early Years Transport | 30 |
| 27 | Privilege Transport | 31 |
| 28 | Special Schools and Enhanced Provision | 31 |
| 29 | School Closure & Other Emergencies | 31 |
| 30 | Storm Addresses | 32 |
| 31 | Change of address and Parental Contact Details | 33 |
| 32 | School Meals | 33 |
| 33 | Healthcare & Medical | 34 |
| 34 | Exclusion | 35 |
| 35 | Educational Visits | 35 |
| 36 | Instrumental Tuition | 35 |
| 37 | Comments, Compliment & Complaints | 35 |
| 38 | Support for parents/carers | 36 |
| 39 | Insurance | 37 |
| 40 | School Off Site Excursion Insurance | 37 |
| 41 | Data we hold and what we do with it. | 37 |
| 42 | How Does Aberdeenshire Council Hold and Store Pupil Data | 38 |
| 43 | Parental Access to Records | 38 |
| 44 | ScotXed | 38 |
| 45 | Information Sharing | 38 |
| 46 | Freedom of Information | 39 |

| | |
|-----------------------------------|-----------|
| Appendix | 40 |
| School Improvement Plan | 40 |
| Members of Parental Groups | 40 |
| Stats for attainment etc | 40 |
| School Events Calendar & holidays | 40 |
| Map of catchment area | 41 |

Introduction to Hatton of Fintray School

Welcome to Hatton of Fintray Primary School. The village of Hatton of Fintray lies approximately 7km North West of Dyce. It is a growing community comprising mainly of workers commuting to Aberdeen. It is a rural village, with the Village Hall and School playing an important part in the lives of the community. The school is co-educational and non-denominational and is one of nine primary schools that are linked to Inverurie Academy.

The village has a variety of associations, clubs and community groups adding to a strong sense of community within the school. The Head Teacher is invited to attend Community Association meetings as well as the Community Council Meetings and Sheltie Stakes Meetings. The school has a very supportive School Association. This group supports school improvement activities and raises additional funds to provide significant extras for the pupils in the school. These community links are a valued part of school life.

The original school building was constructed in the late C19th, with two classrooms and a hall, which also serves as a general purpose area and dining area. Due to an increase in roll, a porta cabin was installed in 1992, making a third classroom.

The school has a tarmac play area at the back and a further area nicknamed 'the pitch', where team games and sports can be played. A shed houses a variety of play equipment for use at playtimes and lunchtimes. There is also a garden area which has a wildlife garden and bird feeding station. There are raised beds and a plastic bottle green house and children enjoy growing and harvesting a variety of fruits and vegetables. Pupils, staff and parents work together to develop and maintain these outside spaces.

The Village Hall is also available for hire for both PE and other activities where a larger space is required. There is also a playing field which provides additional space for Sports Day and other outdoor activities.

School staff park beside the old school house. There is a lay-by adjacent to the main road for school buses.

The school currently has three composite classes. Classes are split as follows although the split varies each year according to pupil numbers:

P1/2 15 pupils

P3/4 18 pupils

P5/6/7 20 pupils

Visiting Specialist Teachers of French, Art and Drama visit school regularly and there are opportunities for additional PE experiences through the school session. The school has two Pupil Support Assistants, an Administrator and an Administration Support Assistant, a part time Janitor and a Key Holder/Cleaner.

Under-fives can attend pre-school sessions at Kintore Primary or Kinellar Primary Schools. Both nurseries work closely with our staff to support pupils as they move into

primary school. Nursery children and their parents are invited to attend a series of workshops and classroom sessions as part of our transition process following enrolment at Hatton of Fintray School.

Hatton of Fintray School is part of the Inverurie Community Schools' Network and works closely with the other 10 schools in the Network. Information about classes and teachers can be found later in the handbook.

Visits of Prospective Parents

Prospective parents can contact the School office and request an appointment to come and visit the school and meet with the Head Teacher. During this visit you will get a tour of the school and have an opportunity to ask any questions and discuss any particular needs with respect to your child.

School Contact Details

| | |
|--------------------------------|---|
| Mrs Amanda Carter, Headteacher | 01224 791221 |
| Hatton of Fintray School | |
| Station Road, Dyce, Aberdeen | http://hattonfintray.aberdeenshire.sch.uk/ |
| | Fintray.sch@aberdeenshire.gov.uk |
| | https://en-gb.facebook.com/Hatton-of-Fintray-School-1424289131122101/ |
| Parent Council | fintrayparentcouncil@gmail.com |

Adverse weather and emergency closure

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

Information Line 0370 054 4999 followed by the school pin 02 1860 (Please do not use this line to leave messages for the school.)

Hatton of Fintray School is a non-denominational school with a role of 53. The school serves the catchment area shown at the end of this handbook.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

The school day

Our school day is set out as follows:

9.00 am - 10.45 am

10.45 am - 11.00 am (break)

11.00 am - 12.15 pm

12.15 pm - 1.15 pm (lunch-time)

1.15 pm - 3.15 pm

It is helpful if pupils who do not use the school transport system arrive at school no more than 20 minutes before opening time. A member of staff is available in the playground from 8.45 each day unless there is a staff meeting and children are supervised during morning interval and lunchtime break by our Pupil Support Assistants.

The School Office

The school office is manned as follows:

Monday - 9.30 am – 2:30 pm

Tuesday - 9:30 am – 2:30 pm

Wednesday – 9 am – 2:30 pm

Thursday - 9:30 am – 1 pm

Friday - 9.30 am – 2.30 pm

The school has an answering machine for messages. All messages are collected by 9.00 am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Door Security

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

Doors open easily from inside the building to allow for easy exit in an emergency.

Our Staff Team

| | |
|--------------------|--------------------------------------|
| Headteacher | Amanda Carter |
| P1/2 Class Teacher | Mrs Katie Mackenzie |
| P3/4 Class Teacher | Miss Sarah Smith |
| P5/6/7 | Miss Gabriella Laverty |
| PSA's | Mrs Sally Dempsey |
| | Ms Aithne Rennie |
| Office | Mrs Teresa Massie (Mon, Tues, Thurs) |
| | Mrs Lucy Hay (Wed, Fri) |
| Kitchen | Mrs Cathy Milne |
| | Mrs Leigh Shepherd |
| Janitor | Mr Kenny Moir |
| Cleaner/Key Holder | Mrs Jacqui Dickie |

Our Vision, Values and School Ethos

Hatton of Fintray School Aims and Statement of Values communicate our philosophy and beliefs for Hatton of Fintray School Community.

Our Aims:

Hatton of Fintray School aims to maintain and improve the quality and standards of caring, learning and achievement for everyone by having happy enthusiastic and independent learners.

Successful Learners

- To motivate and enthuse pupils by developing a curriculum which enables all to achieve high levels of attainment
- To provide a balanced curriculum which gives breadth, continuity & progression, which can be applied to different learning situations.
- To provide a range of resources, incorporating new technologies, and developing openness to new thinking and ideas.

Responsible Citizens

- To provide a welcoming ethos, where clear behaviour guidelines are understood and maintained in partnership with all stakeholders and the wider community
- To develop an ability to make informed choices in political, economic social and cultural life
- To understand different beliefs and cultures

Confident Individuals

- To provide an environment which nurtures a sense of physical, mental and emotional well being
- To provide appropriate support for each child
- To respect each individual by encouraging ambition and allowing all to develop and communicate their own beliefs and views of the world

Effective Contributors

- To encourage an enterprising attitude with the ability to communicate in different ways and in different settings
 - To support critical thinking, problem solving and creative development
 - To develop resilience and self- reliance along with the ability to work in partnership and teams
-

Our Values – Charlie the Champ is our School Mascot

- Community
- Happiness
- Achievement
- Respect
- Learning
- Individuality
- Everyone caring for each other



Our Vision

Our vision for Hatton of Fintray Primary School is for everyone to learn together. By encouraging children to be confident, showing respect and caring for all, aiming high and achieving well, with everyone working enthusiastically together, developing responsible attitudes and independence in learning and life.

Positive Behaviour Management

Positive Behaviour Management is a vital component in helping Hatton of Fintray School to achieve its aims and values. Our Positive Behaviour Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

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

Golden Rules (School Rules)

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible pupils are asked to adhere to the following rules.

1. We are gentle. We don't hurt others.
 2. We are kind and helpful. We don't hurt anybody's feelings.
 3. We listen. We don't interrupt.
 4. We are honest. We don't cover up the truth.
 5. We work hard. We don't waste our own or others' time.
 6. We look after property. We don't waste or damage things.
-

Promoting Positive Behaviour

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed on our Golden Wall in the dining hall for all to see. Hatton of Fintray School has a very active and successful 'House System'. On entry to school each pupil is allocated to one of four Houses – Cothal, Balbithan, Kinaldie and Berwick. Pupils are awarded points in a variety of ways e.g. special achievements, good manners, acts of kindness, achievements out with school etc. These points are totalled at the end of term and the winning House is rewarded by being given a special activity afternoon.



Curriculum

Within Hatton of Fintray 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 is 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. Therefore we 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 also 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.

Curriculum for Excellence

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

Curriculum Entitlements

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A cohort curriculum from 3 to 18
 - A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
 - A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
 - Opportunities for developing skills for learning, skills for life and skills for work
 - Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
 - Opportunities to move into positive and sustained destinations beyond school
-

In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral education
- Sciences
- Social Studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas. Attainment and Achievement in these areas are regularly assessed and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our pupils to enhance their creative talent and develop their artistic skills. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting our pupils to recognise and value the variety and vitality of culture locally, nationally and globally.

Art and design, dance, drama and music all form part of the expressive arts.

Languages and Literacy

The CfE framework promotes the development of critical and creative thinking as well as competence in listening, talking, reading and writing and the personal interpretation skills which are important for life and work. Opportunities are provided for children to gain important technical skills and build their knowledge of phonics, spelling and grammar, giving them the ability and tools to engage successfully with a wide range of texts. The Early stages follow Oxford Reading Tree scheme and other selected texts

while the Middle and Upper stages use a combination of resources to develop their reading skills. All pupils are introduced to French Language by our specialist teacher.

Mathematics and Numeracy

The children encounter mathematics through practical activities, problem solving, using computers, role play and investigations, mental maths challenges and written calculations.

Children deepen their understanding and learn how to transfer skills to new contexts when numeracy is developed consistently across different areas of learning. As they practice the foundation numeracy skills of number bonds, multiplication facts and mental strategies within a range of contexts, they can learn to use them more skilfully, giving them greater confidence to apply and extend their knowledge.

In problem solving, pupils will be challenged to develop their mathematical thinking, to question and to explain. This process enables them to explore, identify and interpret a problem, decide how to proceed, reason logically, explain their thinking and reach a conclusion.

Health and Wellbeing

Everyone within the school community shares the responsibility for creating a positive ethos, a climate of respect and trust and participation in activities which promote a healthy lifestyle. We nurture an environment where everyone can make a positive contribution to the well-being of all pupils.

The health and well-being of pupils underpins much of what happens during the course of the school day, both in and out of the classroom. Pupils are encouraged to have a positive regard for self and others, to take increase responsibility for their own lives and to identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions. Learning in Health and Well Being ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future.

As part of the Health programme pupils consider and discuss topics which have an influence on their personal and social wellbeing, including sex education, drugs, awareness and nutrition and safety issues. Visitors may be used to help with these topics, including our Police Schools Liaison Officer, Road Safety Officer, Fire Brigade and school nurse.

Sciences

Through Science children develop their interest in, and understanding of, the living, material and physical world. The key concepts have been clearly identified using five organisers and skills, knowledge and understanding will be developed progressively through all of these areas.

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges children will develop their inquiry and investigative skills. They will also be encouraged to develop a range of analytical thinking skills in order to make sense of scientific evidence and concepts.

Social Studies

Social studies are generally approached within the context of particular themes, chosen to give a balance of skills and knowledge over the course of a year. Pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. As they mature, children's experiences will be broadened using Scottish, British, European and wider context for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Visitors to school or class trips are regularly organised to complement class themes. Field work in the local environment is arranged and the support of parents and members of the local community is invaluable. Due regard is given to the cultural heritage of the North East of Scotland and of Scotland as a whole.

Arrangements for Pupil Choice and their Involvement in What and How they Learn

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Aberdeenshire's curriculum framework can be found at: www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

Technologies

Technologies form a central part of Scotland's heritage, identity and future. Their importance cannot be overstated whether as an economic necessity, a social influence or a vital educational experience.

Development of Spiritual, Moral, Social and Cultural Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum.

The Development of Pupils' Values

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and 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 age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at <http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
-

- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every opportunity to acknowledge, value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faith.

The School Chaplain visits school regularly and three times a year we visit the local church for a short service which is usually led by the children.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the Head Teacher so that acceptable alternative arrangements can be made.

Extra-Curricular Activities

At Hatton of Fintray School a range of extra-curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and extra-curricular activities will be communicated throughout the year via school bulletins. A range of Cultural, sporting and arts opportunities are offered as these become available.

1 1+2 Approach to Language Learning in Aberdeenshire

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 Hatton of Fintray School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

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.

2 Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at:

<http://hattonfintray.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://education.gov.scot/nationalqualifications/>

Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

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. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘**SAY**’ where a pupil may have presented to the class or teacher.

‘**WRITE**’ where a pupil may have some written evidence e.g. end of unit/topic.

‘**MAKE**’ where a pupil may have created a model or poster.

‘**DO**’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This is underdevelopment using a variety of apps on our ipads and will be saved electronically so children can access from home.

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

Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)

In the Senior Phase pupils embark on the National Qualifications.

*As pupils enter this phase they are set an **aspirational target grade** for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through **TRACKING Reports**.*

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions (Moving On)

We understand that transitions especially at P1 and S1 stages can be anxious times for parents and pupils. At Hatton of Fintray School we have arrangements in place to support transitions and these are outlined below.

Delayed entry to P1

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

Transfer to Primary 1

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children including your child's buddy and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Parents are also invited to join their P1 children for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents around April.

Transfer to Secondary Education

Most children from Hatton of Fintray School attend Inverurie Academy (Telephone Number 01467 621655).

Hatton of Fintray School is part of the Inverurie Community Schools Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 4 days at Inverurie Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to

visit Inverurie Academy where information will be shared and questions can be asked.

Liaison between Hatton of Fintray Primary and Inverurie Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Inverurie Community Schools Network. Transition art projects, sports festivals, trips and other ad hoc activities are arranged for P7 pupils to get together.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Inverurie Academy staff also visit our pupils in Hatton of Fintray School where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Hatton of Fintray School supports any alternative transition arrangements wherever possible. Please see section on Placing Request & School Zones.

Transitions Between Stages

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the Head Teacher.

Visit Parentzone for more information about transitions:

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

3 Admissions

Nursery Admissions.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. 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:

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.

34 Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to:

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

35 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.

36 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. In Hatton of Fintray School some pupils currently receive tuition in violin and brass.

For further information go to:

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

37 Comments, Compliment & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

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

38 Support for parents/carers

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

Advocacy North East
Thainstone Business Centre
Inverurie
Aberdeenshire
AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1st
Fraserburgh Business Centre
South Harbour Road
Fraserburgh
Aberdeenshire
AB43 8TN
Tel no 01346 585341
Fax no 01346 512810
Email aberdeenshire@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

39 Insurance

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold 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 Claim Handlers and compensation is dealt with on a strictly legal liability basis.

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. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. 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.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

40 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, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

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. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

41 Data we hold and what we do with it.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a

'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

42 How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

43 Parental Access to Records

SAR - Subject Access Request information

Subject 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 1998. An SAR 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/for-the-public/personal-information/>

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>

44 ScotXed

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

45 Information Sharing

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

46 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

Appendix

School Improvement Plan

Please visit <http://hattonfintray.aberdeenshire.sch.uk/>

Members of Parental Groups

Chairperson – Alison Horsburgh

Vice Chair – Jan Duguid

Secretary – Laura Johnston

Treasurer – Sara Simmers

Email - fintrayparentcouncil@gmail.com

Stats for attainment etc

To view the current stats please go to:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Please select Aberdeenshire and then Hatton (Fintray) to see our schools CfE Attainment data

School Events Calendar & holidays

Please visit <http://hattonfintray.aberdeenshire.sch.uk/>

Assessment Calendar

Please visit <http://hattonfintray.aberdeenshire.sch.uk/>

Year/termly plan of learning

Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

Map of catchment area

