

Skene School

Handbook 2023/24



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All information in this handbook is correct as of November 2023

Introduction to Skene School

Welcome to Skene Primary School. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child settles and enjoys his/her time with us. We take pride in the fact that Skene is a happy and industrious school with a real sense of community spirit. We value that the education of each child/children is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations. Early communication from parent or school will help to promote this partnership also.

School Contact Details

Head Teacher	Mrs Amanda Blackwood
School Name	Skene School
Address	Skene School, Skene, Westhill, Aberdeenshire, AB32 6YJ
Telephone Number	01224472915
Nursery Number	N/A
Website	https://skene.aberdeenshire.sch.uk
School/Parent Council Social Media	https://www.facebook.com/groups/144368412944675/

Adverse weather and emergency closure

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

Skene School is situated in an attractive, rural location half a mile west of the village of Kirkton of Skene. The view from the school is of the Loch of Skene and the Tower Lodges of Dunecht Estate. The catchment area is Kirkton of Skene, Roadside of Garlogie and the surrounding rural area. On leaving Skene Primary School the pupils transfer to Westhill Academy. Skene School is a non-denominational school.

The school's current roll is 49. Skene School provides education for children aged 5 –12 in primaries 1-7. This session we have 3 classes. Our team consists of a Head Teacher, 4 full time and 2 part-time teachers, an Additional Support for Learning (ASL) Teacher, 2 PSA's, an Administrator, an Administration Assistant, a Cook, Kitchen Assistant, School Crossing Patroller, a Cleaner and a Janitor (all of whom are part time).

Mrs Blackwood took up post as Head Teacher on February 1st 2016. We have Core Staff delivering Physical Education and Science. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children.

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

The school day...

Following consultation with our Stakeholders in 2017, our school day is now as follows:

09:00 School starts 09:00 – 10:30 Learning Session 1

10:30 – 10:45 Morning Break

10:45 – 12:15 Learning Session 2

12:15 – 13:00 Lunch

13:00 – 14:00 Learning Session 3

14:00 – 14:15 Afternoon Break

14:15 – 15:15 Learning Session 4

15:15 School Ends

Our Vision, Values and School Ethos



Strapline

The wee school with the BIG heart

Mission Statement

Preparing today's children for tomorrow's future.

Vision

Motivate
Challenge
Evolve

Recognise every learner as an Individual

Nurturing and inclusive approach for all.

Being and Accepting Diversity

Sharing and learning together

Values

Happy

Everybody is somebody

Ambitious

Resilient

Teamwork

Safe

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 as well as providing 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 school's approach to Curriculum for Excellence including information for parents, can be found on the school website at: www.skene.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:** French and Scots language
-

Curriculum Design

Our curriculum is designed based on the following 7 principles:

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

Curriculum Rationale

Here is a copy of our current curriculum rationale. Please note that this is currently under review as part of our School Improvement Plan 2023-24.

Skene School Curriculum Rationale
"Working together, learning together, to be the best we can be"

Our 5 Values

- ✓ Being Safe
- ✓ Can Do Attitude/Growth Mindset
- ✓ Opportunities for All
- ✓ Partnership Working
- ✓ Respect for Everyone

Ethos and Life of the school as a Community
 Pupil Voice is a priority for driving school developments forward. Every child and member of staff is part of a curricular club (Community Carousel) Excellent Community Links and partnership working with all stakeholders Shared through Assemblies, newsletters, Book Creators and school website.

The purpose of the curriculum...
The 4 Capacities...

successful learners
 will:
 • understand and evaluate for learning opportunities
 • demonstrate a growth mindset
 • engage with learning and show and share their learning
 • use technology for learning
 • work creatively and independently
 • work as part of a group
 • have and apply different skills of learning in new situations.

confident individuals
 will:
 • have a range of physical, mental and emotional skills
 • understand and manage their own emotions
 • be resilient and persevere
 • understand and manage their own health and well-being
 • have a positive attitude to their own learning
 • understand and manage their own learning and development
 • have a growth mindset in all aspects of their learning.

responsible citizens
 will:
 • understand and evaluate for learning opportunities
 • demonstrate a growth mindset
 • engage with learning and show and share their learning
 • use technology for learning
 • work creatively and independently
 • work as part of a group
 • have and apply different skills of learning in new situations.

effective contributors
 will:
 • understand and evaluate for learning opportunities
 • demonstrate a growth mindset
 • engage with learning and show and share their learning
 • use technology for learning
 • work creatively and independently
 • work as part of a group
 • have and apply different skills of learning in new situations.

What makes us unique?
 Skene School nurtures each child as an individual, providing challenge and support for everyone. Our School is at the heart of the community and our unique geographical setting allows us to thrive in an excellent learning environment. All pupils and staff strive to do their best and always have a growth mindset.

What are the drivers of our curriculum?
 Ensuring high quality Learning and Teaching is at the heart of all that we do. Treating each learner as an individual to help them reach their potential. Relationships built on mutual trust and respect.

High Quality Learning and Teaching

- Clear Learning Intentions and Success Criteria linked directly to E's and O's
- Aifl Strategies are embedded
- Staff use technology to enhance learning
- Pupils are reflective
- Pupils receive and enjoy challenge in their learning
- Transition procedures ensure progression
- Staff professional development makes a difference
- Assessment is learning to reach full potential
- Opportunities for all
- Support and challenge planned for accordingly

The 8 Curricular Areas ...

Literacy and English	Health and Wellbeing
Mathematics	Expressive Arts
Technologies	Science
Social Studies	RME

Teachers and pupils plan through discrete learning, cross-curricular learning and interdisciplinary learning.

The 7 Design Principles

Personalisation and Choice	Progression
Depth	Coherence
	Breadth
Challenge and Enjoyment	Relevance

Health and Well-being Indicators
 All children should be...

National Priorities
 Improvement in attainment, particularly Numeracy and Literacy
 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 school leaver destinations for all young people.

How are we going to achieve this?
 We will achieve this by...
"Working together, learning together, to be the best we can be."

Developing Young Workforce

Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work.

Developing the Young Workforce is embedded in Scotland's Curriculum and along with the Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) it is one of the three main building blocks underpinning Scotland's education offer for children and young people.

The DYW Aberdeenshire priorities are as follows:

- Development of the **DYW Curriculum** offer including embedding the Career Education Standard Entitlements 3-18 and the further development of BGE pathways and Foundation Apprenticeships in the senior phase.
- **Skills Development** – embedding skills for learning, life and work (**Metaskills**) and skills profiling
- **Partnership** Development, including partnership with employers
- Support for **Equalities**

As part of the 3-18 curriculum, pupils will develop skills for learning, life, and work and Skills 4.0 and Metaskills. 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 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 [here](#)

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 the fourth level outcomes.

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.

Extra-Curricular Activities

We currently offer:

Active Schools Netball Club Tuesday 3:30 – 4:20pm

Active Schools Football Club Thursday 3:30 – 4:20pm

Lunchtime Clubs:

Monday P1-7 Craft Club

Tuesday P5-7 Games Club

Wednesday P1-7 Science Club

Thursday Christmas Singing Group (Seasonal)

Friday P1-7 Lego Club

1+2 Language Learning

The Scottish Government policy 'Language Learning in Scotland: A 1+2 Approach' is now embedded in our curriculum. 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 is French. This language will be learned from P1 onwards.

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

www.skene.aberdeenshire.sch.uk

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

Policy for Scottish Education:

<https://education.gov.scot/about-education-scotland/policies-and-information/education-policy-and-legislation/>

Early Learning & Childcare:

<https://education.gov.scot/learning-in-scotland/sector/early-learning-and-childcare-elc/>

Broad General Education (Pre school – S3):

<https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

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 “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://www.gov.scot/publications/scottish-national-standardised-assessments-purpose-and-use/>

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 the annual school report
- 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.

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/curriculum-in-scotland/assessment-in-the-senior-phase/>

Transitions (Moving On)

At Skene School we work hard to ensure that transitions at all stages of Primary school are smooth for both our pupils and their families.

We work closely with our feeder Nurseries and Playgroups in the Westhill Area. These include Westhill Nursery, Crombie Nursery, Elrick Nursery and a variety of private partners also. We have an extensive transition programme for our new Primary 1 pupils and have a calendar in place for this. Each year we strive to involve pupils, staff and parents in our evaluations of the process to ensure the process meets the national policy of 'Getting it Right for Every Child'.

Each year we have 'Stepping Up' sessions to support transition between year groups/classes. As we are a small school and believe in cross stage working as part of our ethos, the staff pride themselves in knowing all of the children across the school. This also aids the transition process. The 'Stepping Up' Week involves at least three sessions with the new classes. We work closely as a staff team and with parents to ensure we consider all factors and make the best decision for everyone.

Westhill Academy is our zoned Secondary School. They have a long-established transition programme and work closely with all of the cluster primaries. The transition process starts as early as January to ensure our pupils are well prepared for the next chapter of their education. Enhanced transition is offered for pupils who require it.

Transition is also an opportunity for parents to meet their child's teacher/Named Person and to ask any questions or share any information about your child's needs which will help support them through any 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 available on the 'Nurseries and childcare' pages of the Aberdeenshire website. The application form can be found here:

<https://online.aberdeenshire.gov.uk/schooladmissions/elc>

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 Children's Services Planning Partners are strongly committed to fully embedding the Getting it Right for Every Child approach. This shared commitment is expressed through the vision statement of Aberdeenshire's Children's Services Plan, which Aberdeenshire's Schools play a key part in delivering:



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

The Getting it Right approach is reflected in agreed local processes for assessing need and planning support for individual children and young people. In Aberdeenshire, we have a strong ethos of partnership working, with a shared sense of professional accountability for improving the wellbeing of children, young people and families.

Getting it Right for Every Child (GIRFEC) is about safeguarding, supporting and promoting children and young people's wellbeing, and ensuring support is provided if and when this is needed. GIRFEC is:

- Child-centred
- Holistic
- Accessible and responsive
- Joined up
- Rights-based

The concept of Wellbeing is at the heart of the GIRFEC approach and is defined in Part 18 (s96) of the Children & Young People (Scotland) Act 2014, through eight Wellbeing Indicators. These Wellbeing Indicators reflect the Scottish Government's aspiration for all Scotland's children and young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

These 8 Wellbeing Indicators need to be met in order for children and young people to grow and develop into confident individuals, effective contributors, successful learners and responsible citizens.



The Getting It Right approach is embedded through our vision and values and is at the heart of everything that we do here at Skene School. We work in partnerships with multiagency services to support children, young people and their parent/carer(s). We want every child at our school to feel happy, safe and supported to fulfil their potential.

5 Children's Rights

Every child/young person has rights in addition to human rights. These are called Children's Rights, and they're written in the United Nations Convention on the Rights of the Child. They outline what children need to give them the best chance of growing up happy, healthy and safe. Adults such as parents, schools, councils and governments have a responsibility to make sure that children access their rights.

The United Nations Convention on the Rights of the Child is a statement of children's rights. It has 54 articles that cover all areas of a child's life and it sets out the political, civil, economic, social and cultural rights that all children are entitled to.

Scotland is in the process of incorporating the UNCRC into Scots Law. This will ensure that rights are binding rather than guiding and all levels of government must apply the rights in legislation, policy and practice.

Children and young people are learning about these rights in school and some schools take part in The Rights Respecting Schools programme, a UNICEF accredited programme to support schools in developing rights based practice as part of the school ethos.

In our schools we will:

- Raise awareness of Children's Rights, and how rights can be accessed
- Ensure Children's Rights are provided and protected by the adults who support our children and young people
- Provide a variety of 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
- Listen to and act on children and young people's views on what we do well, and what we could do differently

More information for parents on Children's Rights can be found here

[Parent Club Childrens Rights leaflet.pdf](#)

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.
- Being a key contact point for other professionals if wellbeing needs are identified for 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:

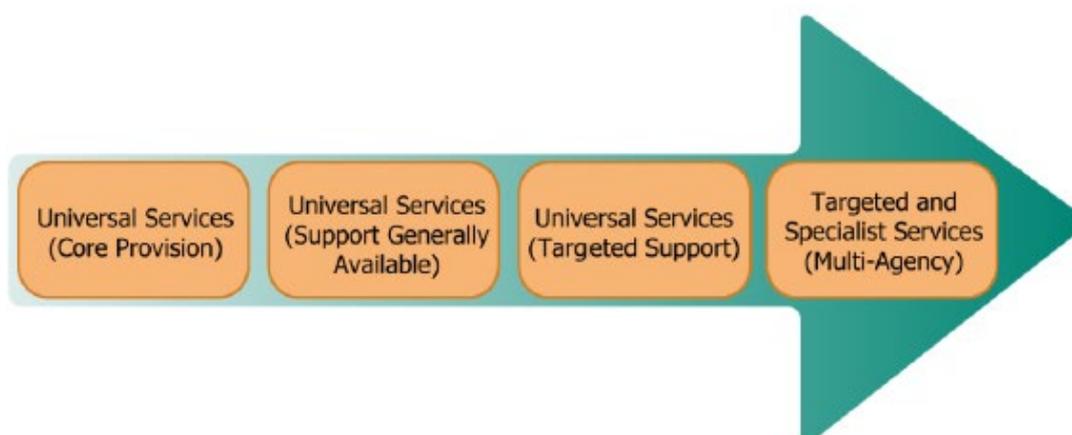
<https://www.gov.scot/policies/girfec/named-person/>

The Named Person for your child/young person is: **Amanda Blackwood, Head Teacher**

7 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.

- Universal Services (Core Provision)
 - Universal Services (Support Generally Available)
 - Universal Services (Targeted Support) Targeted and Specialist Services (Multi-Agency)
-



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/>

8 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from the early years to school leaving age. Educational Psychologists work with children, young people, parents and carers, 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 assess needs and 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. The purpose is to explore and understand the concern and support people to come up with solutions that will work in that particular context. More

information about Consultation can be found on the Educational Psychology Service website:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/about-us/>

The website also has a range of helpful resources available for all parents:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/parent-information/>

9 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 and flexibility (e.g. blended places).

For more information on all our resources and policies go to:

<http://asn-aberdeenshire.org/>

10 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

Social and emotional factors 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 promote a secure and safe environment.

11 Child Protection

National Guidance for Child Protection Scotland 2021

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.

Equal Protection from Assault (Scotland) Act 2019.

This was introduced on 7 November 2020 and all who work with children have a crucial role in implementing the Act. Instances of reasonable chastisement are now classified as an offence of assault and will be shared with the police.

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. In our school **the designated staff member is: Amanda Blackwood, Head Teacher.**

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://young.scot/campaigns/ayefeel/>

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.

13 Parental Involvement and Engagement Strategy

The Parental Involvement and Engagement Strategy 2023-2026 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.

If you would like to read the Aberdeenshire Parental Involvement and Engagement strategy it can be found on Aberdeenshire Council’s website here [Parental involvement and engagement - Aberdeenshire Council](#)

14 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.

15 Communication

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

- Use of Groupcall to text and email
 - Use of Parentsportal.scot for notices, permission slips and school reports
 - Just 2 Easy message
 - School Website: <https://skene.aberdeenshire.sch.uk>
 - Social Media: Teams through school GLOW accounts and Skene School and Parent Council Facebook Page:
<https://www.facebook.com/groups/144368412944675/>
-

- Events
- Open days/mornings/afternoons
- Headteacher Huddles
- Annual School Progress Reports

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 (Diary dates are shared termly via Class Newsletters, can be found at the bottom of parent emails and on our website).

Where contact details have been provided, all contacts identified as "parent contacts" will receive the information being sent. The exception to this is the morning absence text which will only be sent to the main parent contact.

16 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/>

17 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.

At our school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

www.skene.aberdeenshire.sch.uk

18 Parent Forum and Parent Council

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

The **Skene School 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 Parent Council Chairperson, **Katie Pearson**, or Head teacher for more information about getting involved in the Parent Council or email skene.sch@aberdeenshire.gov.uk

19 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

20 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.

21 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

22 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: **www.skene.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/>

23 Attendance

What pupils need to know:

Good attendance is vital to engaging with a quality education. Lateness is a problem which causes significant disruption to the learning of children and young people and therefore at Skene School, we monitor absences and lateness.

An attendance check is carried out at two points during the day. When a pupil is marked absent at any registration point during the day, and if no advance notification of a reason for absences has been received, attempts to make contact with home will be made by telephone or text.

It is our policy that contact should be made with the named emergency contacts if parents/carers are unable to be reached by 10am. We maintain up-to-date contact information and requests to ensure it is accurate and correct are sent up annually. Parents and Carers are requested to inform us of any changes throughout a session.

Should a pupil have to leave school during the day (e.g. to attend a hospital appointment), an explanation must be provided to ensure that the school knows the time that they will be collected, who they will be collected by, and at what time they are due to return. If the parent wishes the child or young person to travel unaccompanied to the appointment, this should be explained. Explanations can take the form of a written note, email or telephone call.

We have a clear system of signing in and signing out for pupils to ensure that staff know who is present in the building at any one time.

If a child feels ill, they should tell their class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for you to be collected from school.

What parents needs to know:

The school follows the Aberdeenshire Attendance Policy:

<http://publications.aberdeenshire.gov.uk/dataset/council-policies-education/resource/4d0b8f53-24d8-4638-b084-17fe885d11d4>

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.

24 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:

<https://online.aberdeenshire.gov.uk/schooltermdates>

25 Dress Code

Pupils at Skene School are expected to wear the following items to school:

School uniform consists of - school sweatshirt with school logo, white polo shirt, dark school skirt or trousers, dark school shoes (children should not wear high heeled shoes as these cause safety concerns). We appreciate your cooperation in support of this.

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. These should be kept in a gym bag.

With regard to safety, the wearing of jewellery is actively discouraged in our school and is not permitted during PE lessons. If your child has pierced ears, please ensure he/she can remove and replace their own earrings. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons and parents should provide a named roll of surgical tape for this purpose.

The school requests that football team tops and designer garments are kept for home use as these can cause disagreements amongst the pupils.

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.

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

Suppliers: Gilmour Sports via schoolwearmadeeasy.com

Parents should note their responsibility to ensure all clothing and belongings 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.

26 Clothing Grants

Some families may be entitled to a school clothing grant 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/>

27 Transport

To qualify for 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 (Form PTU100) are completed by the school.

28 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 given 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. Processing of any new Out of Zone applications received prior to the start of the new term in August does not usually begin until late September. This ensures that all entitled pupils have been allocated and there is a

true indication of the remaining available seats. Please have alternative arrangements in place for the start of term and in the event the application is refused.

Applications can be made by contacting your child's school. For further information, see the Council website.

<https://www.aberdeenshire.gov.uk/roads-and-travel/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 a fare to the driver or purchase a season ticket for travel. National Entitlement cards (NEC) can also be used on these services (Young Persons' -Under 22s Free Bus Travel Scheme)

29 Early Learning & Childcare Transport

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council.

30 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils with additional support needs who access enhanced provision or community resource hub level support. In certain cases, it will be appropriate for pupils 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 Local Authority will consult with the Community Child Health Service before deciding if free transport should be provided.

31 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 school or another place of safety.

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 condition, 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 - 94.7 MW 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/>

32 Storm Addresses

When there has been severe snowstorm 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 parent's 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.

33 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 amended via your parentsportal.scot account (see Menu section 'Your Account') or 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.

34 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

More information can be found in our School's anti-bullying guidance at

<http://publications.aberdeenshire.gov.uk/dataset/b9bb8c35-50b7-401e-a7e3-30833f69cc73/resource/8d5ff96d-775f-4516-9f6b-c15ce425f407/download/cusersspellascdocumentsecs-002-anti-bullying-policy-2018.pdf>.

35 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

The school should be advised of any food allergies or medically prescribed dietary support during the school induction process (both primary schools and academies) or when a condition is identified.

If the child is affected and attends a primary school, they will be required to complete the online form to let us know about their dietary requirements, and request special or modified diet.

Request Special or Modified Diet

If the parent/carer can't complete the online form a paper copy can be requested from the school office and this can be provided by contacting the email below.

Parents and carers of pupils with medically prescribed dietary needs can view allergens contained in any food item on the current primary school menus.

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/free-school-meals/>

<https://www.aberdeenshire.gov.uk/schools/school-info/meals/medically-prescribed-and-special-diets/>

The School Management Team and the Catering staff will be happy to discuss your requirements. In the meantime, if you require dietary information, please email medicallyprescribeddietarysupport@aberdeenshire.gov.uk.

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 P5.

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 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/>

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.

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/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 please contact - schoolmeals@aberdeenshire.gov.uk

36 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 can 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

<https://asn-aberdeenshire.org/policies-and-guidance/>

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.

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://publications.aberdeenshire.gov.uk/dataset/council-policies-education/resource/9e393d1a-2113-44c8-afb6-a517f2d495b6>

38 Educational Visits

We offer various educational visits during 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 regarding visits their children will participate in.

There are grants available through the Aberdeenshire Educational Trust to help with the cost of school trips. For further information go to:

<https://www.aberdeenshire.gov.uk/benefits-and-grants/educational-grants/>

39 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. Most 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.

Guide to starting stage by discipline:

- Woodwind - P6
 - Brass - P5
 - Violin or viola - P4
-

- Cello or double bass - P4
- Percussion - S1
- Piano or keyboard - P4
- Guitar - P4
- Bagpipes - P4
- Pipe band drum - P4

As of August 2021, we are unable to offer tuition on more than one instrument to pupils.

Music tuition fees

Scottish Government Ministers and COSLA leaders agreed to the removal of fees for the academic years 2021/22 and 2022/23 which has been supported by funding from the Scottish Government to allow existing levels of provision to be maintained.

Funding for 2023/24 has been confirmed by the Scottish Government, therefore there will be no fees for instrumental tuition during this academic session.

<https://aberdeenshire.gov.uk/schools/music-lessons/youth-music-sessions/>

Aberdeenshire Youth Music Sessions (AYMS) provide ensemble music-making opportunities for children outside of the school day.

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 must 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.

Where trips are booked and have subsequently to be cancelled because of any Covid related event then insurance will not be valid. This will of course be reviewed periodically.

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 must 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.

The UK's Data Protection Act (DPA) 2018 enacted the EU GDPR's requirements into UK law and, with effect from 1 January 2021, [the DPPEC \(Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\)\) Regulations 2019](#) amended the DPA 2018 and merged it with the requirements of the EU GDPR to form a new, UK-specific data protection regime that works in a UK context after Brexit as part of the DPA 2018 and is known as the 'UK GDPR'.

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 to: 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 the data controller, 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. All Education & Children's Services Privacy notices are available on our website at: <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-childs-record/>

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 Scottish Government's data protection officer, DataProtectionOfficer@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, mick.wilson@gov.scot, or
 - 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.
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Further Information

The links below take you to the most up to date information on these topics.

School Improvement Plan – see Appendix 1

Members of Parental Groups – see Appendix 3

Stats for Attainment

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools).

The dashboards can be consulted at: <https://education.gov.scot/parentzone/>

School Events Calendar & Holidays – see Termly Class Newsletters and the ‘Dates for your Diary’ page on our website: www.skene.aberdeenshire.sch.uk

Cluster Reporting Calendar – see Appendix 4

Aberdeenshire Council School Holiday Calendar

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

Map of Catchment Area

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

Appendix 1 - School Improvement Plan 2023-24

Improvement Priority 1		To enhance elements of learning, teaching and assessment through targeted actions and initiatives.			
National Priority	<ul style="list-style-type: none"> 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	School leadership	HGIOS 4 Quality Indicator	2.2
			Teacher Professionalism		2.3
			Assessment of children's progress		3.1
			School Improvement	Aberdeenshire Priorities	3.3
			Performance Information		<ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
Evidence/Data Informing Priority		<p>Staff review of current practice and evaluations of HGIOS 4 QI's.</p> <p>Identified gaps and actions to address.</p> <p>Local authority driven improvements and timescales.</p>			
Action & Leadership of Change			Expected Impact	Measures	

<p>Develop a new approach to IDL.</p> <ul style="list-style-type: none"> - Liaise with other schools and Education Scotland Staff to find out what excellent practice is out there. - Consider how we can have a joined-up approach with our other priorities such as outdoor learning and play. - Consider a need for pupil ownership of learning. - Introduce floor books as an approach to follow the learning journey of each question and the directions that it takes. Use this tool as a way of sharing the learning across the school and with parents. - Ensure coverage of the curriculum across each three-year level. - Ensure any agreed approach is fit for purpose and can work in multi-composite classes, thinking about handover and the rejoining of classes/year groups next session. <p>Explore high quality assessment approaches:</p> <ul style="list-style-type: none"> - Engage with the work of Shirley Clarke, building on learning from February INSET Days. - Engage with presentations from Kay around this topic and try to ensure consistency across the school. - Continue to engage with regular moderation activities – see QA calendar and timetabled assembly slots. - Explore self and peer assessment opportunities, creating a bank of these and thinking about the progression across the school for each of these. (Teacher identified action) <p>Engage with and implement the CIRCLE framework, considering how we can ensure inclusive learning and collaborative working.</p> <ul style="list-style-type: none"> - Explore the circle framework. - Each teacher to complete the CIRCLE inclusive classroom scale in August, February, and June, looking at progress and next steps each time. 	<p>Coverage of E's and Os over each three-year level.</p> <p>Outdoor learning and play embedded in approach to IDL and not stand alone/additional.</p> <p>Whole school approach meaning opportunities to share the learning are more.</p> <p>Increased pupil ownership of learning and its direction of travel.</p> <p>Evidence based work – floor books.</p> <p>Fit for purpose approach.</p> <p>Skill development – enquiry, problem solving, teamwork, research etc.</p> <p>High quality and meaningful assessments to aid teacher professional judgements.</p> <p>Leaders of their own learning – identifying strengths and areas for development</p> <p>Consistent approaches across the school.</p> <p>Shared language around assessment.</p> <p>Shared understanding of what levels look like and the achievements of each through moderation.</p> <p>Sharing good practice</p>	<p>Planning documents</p> <p>Floor Books</p> <p>Learning conversations with pupils</p> <p>Sharing the Learning sessions</p> <p>QA Calendar</p> <p>Moderation calendar and activities</p> <p>Evidence of assessment around work</p> <p>Conversations with pupils</p> <p>Profiling</p> <p>Teacher Inclusive Classroom scales</p> <p>CIRCLE Participation scales</p>
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<ul style="list-style-type: none"> - Critically explore each of the 4 main themes and their impact on learning and achievement – environment, structures and routines, motivation, and skills. - Engage with and use the Circle Participation Scale - Develop skills, supports and strategies from section 4 of the resource. This can be as part of the school team and/or individually. <p>Update Curriculum Rationale as a next step from the update of our new VVA.</p> <ul style="list-style-type: none"> - 	<p>Focusing on advice and strategies to improve participation, acceptance and achievement of learners who have additional support needs.</p> <p>Promotion of inclusive practice using the CIRCLE framework.</p> <p>Support the development of inclusive classrooms as best practice in the school.</p> <p>Learner centered approach where learners are listened to and involved in the management of their own learning.</p> <p>Shared understanding between all stakeholders of our curriculum rationale at Skene School.</p>	<p>Engagement, motivation, and achievement of all pupils but tracking, ASN pupils.</p> <p>Staff discussions and liaisons</p> <p>TMR meeting logs and next steps, reference the CIRCLE framework.</p> <p>Curriculum Rationale document and evidence of this in all that we do.</p>
<p>Progress, Impact & Next Steps</p>		

Improvement Priority 2		To develop and embed a play-based approach to learning unique for Skene School.			
National Priority	-Improvement in attainment, particularly in literacy and numeracy.	Key Drivers of Improvement	School leadership	HGIOS 4 Quality Indicator	2.3
	-Closing the attainment gap between the most and least disadvantaged children.		Teacher Professionalism		1.2 1.3 3.2
	-Improvement in children and young people's health and wellbeing.		Assessment of children's progress		
			School Improvement	Aberdeenshire Priorities	1. Improving learning, teaching and assessment.
			Performance Information		3. Developing leadership at all levels. 4 Improvement through self-evaluation.
Evidence/Data Informing Priority		<p>Play is vital from the early stages. Play is the foundation of brain development and bonding with parents and carers and promotes independence and autonomy for the teenage years.</p> <p><u>Scotland's advocates of play:</u></p> <p>Local authorities (including Aberdeenshire Council)</p> <p>Upstart Scotland</p> <p>Play Scotland</p> <p>Forest schools</p>			

	<p>University of Strathclyde</p> <p>Scottish Government – Play Strategy for Scotland</p> <p>Learning Through Landscapes</p>	
Action & Leadership of Change	Expected Impact	Measures
<p>Engage with research linked to a play-based approach and the benefits that it has on learning and teaching.</p> <p>Visit other settings who are further along on their play journey including Crombie and Tough (multi-composite).</p> <p>As a staff, using Assembly slots and collegiate meetings, discuss/question/challenge the play approach that is right for Skene School. Consider justifications and reasonings for it.</p> <p>Liaise with MCMEDS stage partners to find out what play looks like in their schools.</p> <p>Consider the set up of each classroom and how play can be embedded – use of zones etc.</p> <p>Explore a range of resources, seeking donations from local companies and the Parent Council to enhance the provision we can offer.</p> <p>Create a play statement for Skene School.</p> <p>Explore possible planning documents, building on what we have and linking this to our desired approach. Develop a planning document unique for Skene.</p>	<p>Practice confirmed by research helps ensure a confident and justified approach in the classroom.</p> <p>Learn from colleagues, ask questions, consider how the approach can be embedded in a multi-composite classroom with no additional support.</p> <p>A team approach will ensure that everyone is on board, that we have a shared understanding of the approach, a shared language and support from each other.</p> <p>A structured, research-based approach to this will support staff in a new way of thinking/working.</p> <p>To deliver a play-based approach, it does need to be funded and resourced appropriately. Increased motivation and engagement from regular change/update to resources.</p> <p>A statement confirming our approach, shared by all staff and to all stakeholders. A consistent message</p>	<p>Practice and discussions backed up by play research.</p> <p>Notes, observations, and photos from other settings. Time at meetings to share and discuss as a staff and critically consider the approach for Skene.</p> <p>Staff sharing same beliefs, approach and using a shared language.</p> <p>Classroom layouts underpinned by relevant research.</p> <p>Additional resources and evident funding streams.</p> <p>Position statement</p>

<p>Using the experiences and team-teaching opportunities from session 22/23, consider how we can continue to drive forward with play in outdoor learning.</p> <p>In relation to the development of a BIG question approach to IDL, consider how play can be embedded as part of this, how it should be planned and document and opportunities for pupil led experiences.</p> <ul style="list-style-type: none"> - Opportunity to hear from teacher at Dyce Primary, if helpful. <p>Enjoy the journey as we seek to develop an approach that works for our pupils, our setting, and our beliefs, evaluating, adapting, and reflecting as we go.</p>	<p>and language and one which can be shared with parents also.</p> <p>Consider how this will be approached and how observations will be noted and acted upon with next steps playing a key role.</p> <p>A useful tool to support planning and delivery/embedding of approach.</p> <p>Increased motivation and engagement from all learners. Confidence to deliver outdoor learning, play based sessions following team teaching opportunities in 22-23.</p> <p>When developing the approach, consider how our play model can be embedded within and not an additional experience. A joined-up approach.</p>	<p>Planning document(s) – evaluations and edits of these as we progress through the year.</p> <p>Evidence and observations of sessions, discussions with the children, photographs, planning documents etc</p> <p>BIG question approach guidance. Play documents embedded within and observations of play in action to explore the question.</p> <p>Floor book evidence.</p>
<p>Progress, Impact & Next Steps</p>		

Improvement Priority 3		To improve learning, teaching, and assessment through the creative use of digital technologies			
National Priority	1, 2, 3, 4, 5	Key Drivers of Improvement	School leadership Teacher Professionalism Assessment of children's progress School Improvement	HGIOS 4 Quality Indicator	2.3 3.3
Evidence/Data Informing Priority		<p>Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way. GTCS requirement for all teachers to “demonstrate a depth of knowledge and understanding of the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance learning and teaching.”</p>			
Action & Leadership of Change		Expected Impact		Measures	
<p>Use <u>Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot)</u> as a self-evaluation tool to assess where our school is at on our digital journey.</p> <p>HT/Digital Leaders to use the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.</p> <p>Implementation of device responsible use policy throughout the school.</p> <p>Prioritise online safety throughout the school through the following actions:</p> <ul style="list-style-type: none"> • Online safety policy (360 SafeScotland template) • Undertake the 360 SafeScotland review to identify areas where online safety need improving (https://360safescotland.org.uk/). 		<p>All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within Skene School.</p> <p>Policy will be agreed and understood by all stakeholders.</p> <p>Clear understanding of how to keep yourself safe online including appropriate online communication, identifying what is real and what is fake, how to protect personal information, how to be respectful online, and who to go to for help.</p> <p>Increase in digital skills across the whole of the school community.</p>		<p>Self-evaluation activity will be carried out at key points throughout the year to assess progress.</p> <p>Online safety is a key feature that will be evident across the school. Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.</p> <p>HT/Digital Leader will gather evidence of digital pedagogy taking place in the classrooms via quality assurance processes including observations, professional dialogue taking place at</p>	

<ul style="list-style-type: none"> Attend LoveLearning Safely CLPL sessions. <p>Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects with regards to digital technologies are fulfilled within the school.</p> <p>Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.</p> <p>Allocated hours the Working Time Agreement to develop digital pedagogy within the school.</p> <p>Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. Use the <u>Teacher Digital Literacy Framework (DRAFT)</u> document or the self-reflection tool to critically and honestly evaluate where one's own digital competence needs to be improved or updated, and to gather evidence for this requirement.</p> <p>Ensure attendance at LoveLearning November in-service for key members of staff taking the digital agenda forward and then disseminate to rest of school staff. Staff can access information and training from Digilearn Scotland, Apple Teacher, MIE and Google, as required.</p> <p>Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas.</p> <p>Review training needs for support staff. CLPL provided by LoveLearning team and/or school digital leaders to ensure support staff are aware of how to use devices in school – basic operation to support troubleshooting, and accessibility features to support pupils with ASN.</p>	<p>Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team.</p> <p>Positive attitude towards technology in the classroom and a willingness to 'have a go'. (School value)</p> <p>Pupils will be confident in using technology to support their learning. They will be able to talk about the extent to which they use digital technology to support their learning.</p> <p>Increase in pupil engagement and motivation.</p> <p>Pupils will be able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways.</p>	<p>PRD/professional update meetings, monitoring of forward plans, sampling of pupil work.</p> <p>Quality assurance processes will highlight areas of good practise to be shared across the school and areas where improvement is needed will be identified quickly and support put in place.</p> <p>Tracking and monitoring processes identify an increase in engagement from pupils leading to an increase in attainment evident from analysis of data.</p> <p>Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.</p> <p>Pupils will be excited to share their work with peers, teachers and parents. An ethos of success and achievement will be evident within the school.</p>
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<p>Review Glow training needs for admin staff and allocate time to attend Admins LoveLearning if required. Host a parental engagement exercise, inviting LoveLearning to support as required.</p> <p>Audit devices and equipment currently in school. Assess most effective distribution of these devices to ensure pupils across the school have opportunities to develop their creative, digital skills across a range of software. Where the school doesn't have the equipment to explore particular creative elements, consider borrowing from the LoveLearning Lending Library: https://forms.office.com/e/KMiNmR2G3X.</p> <p>Set up Digital Leaders within the school, as we did pre-Covid. Introduce and upskill older class/year groups to then teach younger pupils how to work/navigate a new site/app.</p> <p>Update and refresh school website,</p> <p>Extend presence on social media, starting a Twitter page as well as continuing the school Facebook page.</p> <p>Explore Just 2 Easy as an online profiling tool and method of sharing learning and successes with parents.</p>	<p>Pupils are able to get support with their device. Devices customised appropriately to individuals, will allow all pupils to access the curriculum in a manner which meets their needs effectively.</p> <p>Administrative staff will be confident in troubleshooting simple Glow account issues so teaching and learning isn't interrupted.</p> <p>Understanding across whole school community of uses and benefits of digital technologies to learning.</p> <p>Awareness of resources we have and that work fully. Present to Parent Council a plea for fundraising to be put towards the upgrade/enhancement of devices in the school.</p>	<p>Feedback from support staff will show that they are confident in supporting pupils to use their devices.</p> <p>Pupils will be able to talk about who they can go to in school to get support with their device. It will be evident from their use that devices are customised to meet individual needs appropriately and teachers will have confidence that pupils will be able to access their learning using features that enable that to happen. Pupils will be able to use and demonstrate those confidently.</p> <p>Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.</p>
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	<p>Distributed leaderships/pupils to lead learning. Develop leadership skills.</p> <p>Easy to access information for all stakeholders and wider public.</p> <p>Sharing our learning, successes and achievements wider.</p> <p>Pupils leading their learning and taking ownership of sharing their work and achievements with parents.</p> <p>A tool to profile through the year, to track their learning journey and to highlight strengths and areas for development.</p>	<p>Understanding and support from Parent Council, striving towards 1-2-1 devices.</p> <p>Enhanced bank of digital learning support tools, some consistency in technology used across the school.</p> <p>All children being able to successfully use more apps independently.</p> <p>Easy to use website which is well maintained. Office staff to keep it up to date on a weekly basis.</p> <p>Individual profiles, apps, and accounts. Profiling/digital learning journey Feedback from parents, pupils, and staff.</p>
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Appendix 2

Elected Members of the Parent Council 2023/24 are:

Chairperson: K Pearson

Treasurer: K Alex

Secretaries (shared position): R Kerr Soverall and A Adams

Office bearers are supported very well by the other members of the Parent Forum with roles split to ensure they are manageable and achievable.



Appendix 3



Westhill Primaries Reporting Calendar Session 2023-24

Term	Reporting Activities
1	<ul style="list-style-type: none"> Class and School newsletter (sent home by end of week 2 and to include key dates and learning) Meet the Teacher/Open session Parent Consultation Meetings -10minute meetings, separate meetings with ASL teacher/IPT teacher etc (Week 7 or 8)
2	<ul style="list-style-type: none"> Class and School newsletter (sent home by end of week 2 and to include key dates and learning)
3	<ul style="list-style-type: none"> Class and School newsletter (sent home by end of week 2 and to include key dates and learning) Report preparation and distribution (to be sent out during the last week of term)
4	<ul style="list-style-type: none"> Class and School newsletter (sent home by end of week 2 and to include key dates and learning) Parent Consultation Meetings -10minute meetings, separate meetings with ASL teacher/IPT teacher etc (Week 2 or 3) Enjoy the rest of Term 4!
Flexible choices per class/school	<ul style="list-style-type: none"> P1 Curriculum session At least 1 class sharing the learning session e.g., Assembly Sharing the learning with parents e.g., Teams/Just2Easy/Learning Journeys