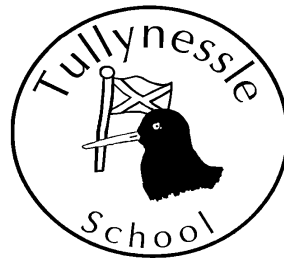


# Tullynessle School



2016/2017

Term 1	16 August 2016 – 7 October 2016
Term 2	24 October 2016 – 21 December 2016
Term 3	5 January 2017 – 31 March 2017
Term 4	18 April 2017 – 30 June 2017

**Aberdeenshire**

COUNCIL



EDUCATION, LEARNING  
AND LEISURE

**This document is available in alternative formats  
(Please contact the Head Teacher)**

***Tullynessle Primary School***

***Tullynessle***

***Alford***

***AB33 8QN***

Telephone - 019755 62365  
Fax - 019755 62365  
E mail - tullynessle.sch@aberdeenshire.gov.uk  
Information Line - 0870 0544999

Dear Parent,

Welcome to Tullynessle 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 this is a happy and industrious school with a real sense of team spirit and we value that the education of their 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.

This Aberdeenshire Council handbook is designed to inform parents of as many aspects of life at *Abershire* School as possible and has been written in response to School Handbook Guidance (Scotland) Regulations 2012. The coloured sections in this handbook will be updated annually with current information.

We hope you find this handbook informative.

***VALERIE GOODLAD***

Acting Head Teacher

Please note – “Parent” includes guardian and any person who is liable to maintain **or** has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, **or** has care of a child or young person.

**Please note that whilst all information within this handbook is correct at the time of printing. It is possible that some items may change during the course of the year.**

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# **Section 1**

## **General School Information**

## School Contact Details

Acting Head Teacher: Mrs Valerie Goodlad  
School name: Tullynessle Primary School  
Address: Tullynessle  
Alford AB33 8QN  
Telephone Number: 019755 62365  
Email Address: tullynessle.sch@aberdeenshire.gov.uk  
Type of School: Tullynessle School is a Primary School with nursery  
  
Present Roll: Nursery 14 Primary 32

For further information about the roll and structure of classes please see Annual Updates section at the back of this handbook.

Denominational Status – Tullynessle School is a non denominational school.

The school does not deliver the curriculum through the Medium of Gaelic.

All Aberdeenshire Schools are co-educational, providing education for both boys and girls.

Chair of Parent Council – Mr Colin Turnbull, cs.turnbull@btinternet.com

**Information Line 0870 054 4999 School PIN number 022740 (Please do not use this line to leave messages for the school.)**

**Adverse weather and emergency closure -**

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

Please see page 16 for further information regarding adverse weather and emergency closures.

### **Contact details for Quality Improvement Officer**

Quality Improvement Officer  
Aberdeenshire Council  
Local Area Education Office  
Queen's Road  
Stonehaven  
Tel: 01569 766960

### **Contact details for Director of Education and Children's Services**

Mrs Maria Walker  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB  
01224 665420

## **School Background**

Tullynessle Primary School is located approximately three miles north-west of the town of Alford and one mile from the village of Montgarrie. The school is a focal point for the Parish of Tullynessle. The catchment zone for the school includes all the houses in and around Montgarrie plus a wider area that encompasses the area north to the top of the Suie Hill, west as far as Littlewood Estate and east as far as Crookmore road end. The River Don is the southernmost boundary of the catchment zone. A detailed map of the school zone is held in school. The school is non-denominational. The school is at map reference 562184.

The school roll is currently 32 which has remained steady over the past few years. The Nursery roll increases as younger children join during the year. The school has a 30 place Nursery with two early years practitioners and two composite classes taught by two full time teachers. Visiting specialist staff work closely with staff to provide expertise in Music, ICT, French, PE and Supporting Learners. Non teaching staff provide additional support in the form of a part time pupil support assistant, a part time admin support assistant, a part time administrator, a kitchen supervisor, a cleaner and a part time janitor.

Our nursery class is made up of children from a wide area so not all of them attend Tullynessle School on school entry, although many out of zone children choose to remain with us.

At Tullynessle we are committed to placing each and every child at the centre of their own learning. As professionals we continually use our knowledge and expertise to facilitate each child's learning. Our teaching, both formal and informal, values every child and we strive to develop communities of learners who collaborate together. All pupils are seen as individuals. We recognise and respect all members of the school community. Pupils, staff and parents at Tullynessle are encouraged to recognise problems for themselves but also to find solutions, to think creatively and to use their initiative. With this ethos we are able to develop true partnerships with pupils, parents and their families, ensuring all pupils achieve as much as they can. Community links are strong due to the welcoming and inclusive approach the school takes.

The school develops skills for learning, skills for life and skills for work so that pupils have the potential to take their place in the world as responsible citizens, effective contributors, successful learners and confident individuals. Tullynessle School staff continually strive to develop learning experiences that seek to achieve the best for every child.

The school has extensive outdoor areas which are used for play, developing skills and learning. These include a football pitch, netball court and basketball court, outdoor learning areas, a garden area and several climbing frames.

As the school is in a rural area, pupils regularly access the local hills, rivers and parks to enhance their learning.

For further information about classes and teachers please see the coloured section at the back of this handbook.

## **Visits of Prospective Parents**

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

## **Admission/Enrolment/School Zone**

### ***Early Learning and Childcare Admissions***

Every child is entitled to a fully funded early learning and childcare place at the start of the term following their third birthday. All parents should submit an application form for their child, to the Early Learning and Childcare setting of their choice during the admissions period. It should however be noted that should a place not be available at the first choice of Early Learning and Childcare setting, a place will be offered in an alternative provision in accordance with Aberdeenshire Council Policy.

Some two year olds are also eligible for free early learning and childcare in centres throughout Aberdeenshire. For more information on this please visit <http://earlylearningandchildcare.scot/>.

There are 30 places available in Aberdeenshire Early Learning and Childcare setting.

Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional support needs in accordance with the Additional Support for Learning Act 2006. Health & Social Services may identify these children and parents should complete the Additional Support Needs Information on the application form. Parents /Carers will be invited, by the Head Teacher, to discuss the needs of their child and guided through the Additional Support Needs process.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin. For further information go to

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

Pupils who attend our Early Learning and Childcare setting are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care Inspectorate guidelines and standards. Nurseries are open to announced and unannounced inspections by this body. Children's early



learning follows Curriculum for Excellence 3-18 guidance and principles and Building the Ambition national practice guidance on Early Learning and Childcare.

Parents should be aware that children who attend nursery at Tullynessle School but who do not live in the Primary School catchment area will not automatically move into our Primary School. Further details can be had from the Head Teacher.

### ***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 whose fifth birthday is between the August start date each year and the end of February the following year may also be admitted.

Details of the enrolment dates are advertised in the local press by Aberdeenshire Education & Children's Services Department. Further information is available at <http://www.aberdeenshire.gov.uk/schools/information/primary-school-registration-2015/>

Parents of children joining school classes in the middle of a school session will have agreed a start date following consultation with the Head Teacher. A visit to the school will usually take place. Any transfer information, including school work, can be helpful in supporting your child's continued education. Records from other Aberdeenshire schools are automatically transferred internally but when the school is outwith the Authority, the school will contact the child's previous school to obtain the records.

### ***Transfer to Secondary School***

On leaving Tullynessle Primary School most pupils transfer to Alford Academy.

There are excellent links between the primary, other associated feeder schools, secondary school and partnership agencies. Pupils have opportunities to work alongside other P7s both prior to and during their link week, which takes place in the summer term each year.

Both schools aim to make the transition as smooth as possible by providing opportunities for the pupils and their parents to visit the academy throughout their P7 year. Staff at the secondary school also visit pupils during their final year in the primary school.

### ***Secondary School***

Alford Academy  
Alford Community Campus  
Greystone Road, Alford  
AB33 8TY  
Telephone: 019755 62251  
Website: [www.alfordacademy.aberdeenshire.sch.uk](http://www.alfordacademy.aberdeenshire.sch.uk)

### **School Zone**

A map showing the school zone/catchment area is available in the school office. Please note that children who live within the school catchment zone for Tullynessle School are automatically entitled to a place in this school. Please use the zone map to check whether or not you live within the Tullynessle School catchment. If you live outwith the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at our associated secondary school and parents would need to submit a further placing request before transition to S1.

### **Organisation Of The School Day/Arrival at School/Playground**

#### **School Hours**

Nursery	8:45am - 11.55am	12.20pm - 3.30pm
Primary 1 –7	9.00am - 12.25pm	1.25pm - 3.15pm

P1-7 pupils have a morning interval between 10.40 and 10.55 am.

It is helpful if pupils who do not use the school transport system arrive at school no more than 20 minutes before opening time. A member of staff is available as a point of contact for pupils from 8.40 am.

Children are supervised during morning and lunchtime break.

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

If your child has an accident in the playground and suffers a minor injury, he/she will be treated by a qualified first aider. Your child will be given a minor injury slip to take home at the end of the school day, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries and for this reason it is important we have up to date contact details such as mobile phone numbers. However, where contact is not possible, we may seek treatment from professionals where it is deemed necessary. Attempts will continue to be made to contact you.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs. For health & safety reasons, dogs are not permitted in the school grounds.

At the end of the school day, pupils who do not go home on school transport should be collected outside the main pupil entrance. Please ensure your child knows who he/she is going home with if you have had to make alternative

arrangements or if you are unable to collect your child. For the safety of your child(ren) please advise the school of any changes to arrangements.

## **School Uniform**

Although not compulsory, the wearing of school uniform is encouraged.

Boys - Grey/Black trousers/tracksuit trousers,  
Royal blue sweatshirt or v-necked pullover,  
White/blue/yellow shirt or polo shirt.

Girls - Grey/Black skirt or pinafore/trousers/tracksuit trousers,  
Royal blue sweatshirt or v-necked pullover,  
White/blue/yellow blouse or polo shirt.

- Uniform can be purchased directly from Tesco website.
- Shoes – children are advised to have separate indoor and outdoor shoes and black gym shoes for activities in the General Purpose Room eg. P.E., dance and drama.
- Throughout the winter months the playground area can become quite muddy and boots may be necessary.
- Jewellery – The wearing of jewellery is discouraged because of the danger of injury caused by it. In any case it must be removed for PE lessons. Ear studs must be taped if not removed.
- All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.
- As children are encouraged to be outside all year some waterproof trousers and jackets are provided by the school but it helps if children can come with their own.
- Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.

### ***Pupil Belongings & Valuables***

For each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Parents should note their responsibility to ensure packed lunches have a cold pack included. Each child will also have their own named tray for storing their belongings in class.

### ***Valuables***

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear earrings should wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parents request that their child be allowed to take a

mobile phone into school for use after school, the pupil will hand it in to the office first thing in the morning and collect it at the end of the day.

## **School Equipment**

The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler–marked in centimetres, a rubber and some colouring pencils.

Children will also require a school bag to carry their belongings and equipment to and from school.

Children can purchase book bags from the Tesco website and water bottles from the school office.

## **School Office**

The school office is manned from 9.00am – 2.30pm Monday, Wednesday and Friday and 9.00am – 3.30pm Tuesday and Thursday.

Any visits to the school in person should be made through the main entrance. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge

## **School Meals**

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

As of August 2014 the Scottish Government committed to giving all children in Primary 1-3 the option of a school meal free of charge and this is provided. Children in P1-3 who wish to take a packed lunch on occasions may still do so. This scheme however does not apply to children in Primary 4-7 who should continue to pay for their lunches. Some children in P4-7, however, may be entitled to a free school meal, details of which can be found in the annual updates section of this handbook.

Aberdeenshire Council has introduced online payments to primary and secondary schools to provide parents and carers with the convenience of making online payment with debit or credit cards. This is now the way to pay for primary and secondary school meals. The preferred option is to make payment online but, if required, cash or cheque (payable to Aberdeenshire Council) payments will continue to be accepted. Full details of how to register for online payments can be found on the Aberdeenshire Council website – link below. This website also gives details of current school meal charges.

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

<http://www.aberdeenshire.gov.uk/schools/meals/>

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

**Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.**

Children who require medically prescribed or modified diets, with parental/guardian assistance, should be identified during the admission process. Arrangements to accommodate these diets by parent/guardian completing Admission Form D available from the school administration office.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

***Playtime snack***

Children should be sent with a snack to eat at playtime break. As a health promoting school, we encourage healthy options. Fizzy drinks are not permitted in school and sweets are discouraged.

***Birthday Cakes***

All children are helped to bake their own birthday cake during school time and this is shared with the class.

See Nursery handbook for information about snack and costs.

**Pupil Attendance and Absence**

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions of adults. It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education & Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

### ***Attendance and Absence Procedures***

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on school transport must also be communicated to the bus company or (where known) the bus driver.

Regular and punctual attendance is linked closely to achievement and school staff would wish to work with parents to ensure that children can achieve fully. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

### ***Unplanned Absence***

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts for the safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### ***Planned Absences***

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned

by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

### ***Holidays during term time***

The Scottish Government has deemed that holidays taken during term time 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 [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) schools information, term and holiday dates.

### ***Communicable/Infectious Diseases***

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to [www.nhsgrampian.org](http://www.nhsgrampian.org) exclusion policies for infectious diseases.

### ***Head lice***

Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

### ***Asthma Inhalers***

Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced. These are also required for school trips and outings.

## **Aberdeenshire Council Guidance on School Closures**

### ***School Closure Due to Bad Weather or Other Emergencies***

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

#### ***Parental Role***

##### **We would like you to:**

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

##### **Also:**

- If school transport is not running please don't take your child – or other children – to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you took to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.
- In difficult weather conditions pupils should not wait any longer than 15 minutes past the normal pick up time before returning home. In case the transport doesn't arrive please make sure you have made alternative arrangements for your child.
- If your child travels by school transport you are responsible for their safety *to and from the pick up/drop off point* whether they use school transport or a public service vehicle.

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

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

#### ***When will schools be closed?***

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.

During bad weather some staff may not be able to get to school – so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

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

### ***Nursery, Primary and Special Schools***

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.

### ***Secondary Schools***

Because of the large number of pupils in Secondary Schools, it may not be possible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents.

Individual schools will let parents know of any local arrangements.

### ***What education might my child be missing?***

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. However, the *safety and welfare of children must take precedence* when making judgements about travelling to school in bad weather.

Arrangements can be made for lost time to be made up and examinations can be rearranged.

### ***Further Information***

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 15 mins from our website:

#### **Northsound 1**

FM 96.9

#### **Northsound 2**

MW 1035 kHz

**BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

**Moray Firth Radio**

FM 97.4 MW 1107 kHz

**North East Community Radio**

FM 97.1 - 106.4

**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:

[www.aberdeenshire.gov.uk/alerts/index.asp](http://www.aberdeenshire.gov.uk/alerts/index.asp)

**School Information Line**

Tel: 0870 054 4999 then school PIN number 022740. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Public Transport Unit (9am – 5pm) 01224 665194

Education Offices (9am – 5pm)

Banff – 01261 813340

Fraserburgh – 01346 515303

Peterhead – 01779 473269

Inverurie – 01467 620981

Stonehaven – 01569 766960

**Contact Details**

It is vital that parents keep us informed of up to date telephone contact numbers – home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

## **Parking**

Parents/guardians are requested to use the parking area along the school road, ensuring the bus space is kept clear at all times. Please do not park on the pavement. Please do not block the entrance to the staff car park. Pupils must not walk through the staff car park.

## **School Transport**

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

### ***Early Years Transport***

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

### ***Privilege Transport***

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes.

Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school.

For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/roads-and-travel/public-transport/school-transport/school-transport/>

# **Section 2**

# **Curriculum and Assessment**

## **School Ethos, Aims and Values**

Tullynessle's School Aims and Statement of Values communicate our philosophy and beliefs for Tullynessle School Community.

### ***Vision, Values and Aims***

#### **Vision:**

Working hard together to help everyone make the most of their future

#### **Values:**

Respect

Responsible

Achieve

#### **Aims:**

##### **Success and Achievement.**

- We aim to provide a curriculum that develops skills for learning, skills for life and skills for work.
- We aim to help each child learn through engaging and relevant contexts, using technology as appropriate.
- We aim to encourage and support creativity and innovation and to learn from leading edge practice.
- We aim to address global issues and prepare pupils for their role as global citizens.

##### **Work and Life of the School.**

- We aim to recognise and meet the needs of every pupil.
- We aim to encourage an ethos of collaborative working between all learners in the school.
- We aim to have the highest expectations of staff and pupils to promote achievement.
- We aim to ensure partnerships with parents and other agencies are promoted to enhance children's learning.
- We aim to use evidence to reflect on all aspects of the school to inform future development and improvement.

##### **Vision and Leadership.**

- We aim to have a shared vision where everyone becomes a leader of their own learning supported and challenged appropriately.
- We aim to use the resources available to us in the most creative, innovative and enterprising ways to ensure there is measureable impact on learning.

### **Children's Services Network**

The Children's Services Network for Tullynessle School is based at Alford Academy. Staff from Alford Academy, its 13 associated primary schools, and representatives from Education, Learning & Leisure, Community Learning & Development and other partners, meet on a regular basis, both as a large group and in "clusters" to discuss matters of common interest in order to support young people and families.

The Children's Services Network has the following shared vision, values and aims for each child:

#### Vision

All Children at Tullynessle School and Within  
Alford Children's Schools Network  
will  
Achieve, be Confident, feel Safe, be Nurtured

#### Values

To be open and honest  
To work effectively with others  
To share information  
To listen  
To respect confidentiality  
To improve

#### We Aim for Our Children To

##### Achieve

Be able to try your best without giving up  
Look for potential in yourself  
Make the most of every opportunity

##### Develop Confidence

Believe in themselves  
Share their skills and knowledge  
Take responsibility for their actions

##### Feel Safe

Be protected in their home, school and community  
Have access to appropriate health information

##### Be Nurtured

Feel happy  
Know that you matter and have a voice  
Know that your views count  
Know who to talk to  
Feel included in learning and life.

## **POSITIVE BEHAVIOUR MANAGEMENT**

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

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

### ***Rules***

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible pupils are helped to take responsibility for their actions by following these rules. These permeate all aspects of school life.

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

### ***Promoting Positive Behaviour***

We take a positive approach to promoting responsible behaviour, listening carefully to children and respecting the way they have been made to feel. At all times children are encouraged to develop strategies for dealing with difficult situations in a positive, constructive solution focused way. Staff are encouraged to model and use a positive approach to developing good behaviour ensuring each child feels supported as they develop.

## **BULLYING AND EXCLUSION**

### ***Bullying***

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is.

The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Tullynessle school are very rare.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

### ***Restorative Approach to Bullying Behaviour***

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those requiring support for developing positive behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

### ***Exclusion***

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to [http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)



## Curriculum

### ***Curriculum for Excellence***

Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds- wherever they learn.

### ***Principles for Curriculum Design***

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

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

### ***Curriculum Entitlements***

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

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

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

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

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas is continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

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

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

## ***SCHOOL POLICIES***

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

See Nursery Handbook for Nursery Curriculum and pupil choice information.

### **The Curriculum for Excellence is structured into different levels.**

<b>Early First Second Third and Fourth</b>	The pre school years and P1, or later for some. To the end of P4, but earlier or later for some. To the end of P7, but earlier or later for some. S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications and Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
<b>Senior Phase</b>	S4 to S6, and college or other means of study.

### ***The Curriculum at Tullynessle***

Each child is an individual and will progress at an individual pace. Work in the school is organised to allow for individual and group teaching. Groups are created which meet the needs of each child and which also allow for the most effective use of teachers' time. Within this, collaborative working is encouraged and pupils are encouraged to take responsibility for their own learning.

The Curriculum for Excellence is at the heart of our work, supported by Aberdeenshire Council's Curriculum Framework, available at [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk). This document outlines the experiences to which all

children and young people in Aberdeenshire are entitled. These, supported by the curriculum experiences and outcomes, help us to develop individuals as Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals.

Flexibility allows for new initiatives and particular learning experiences which may arise during each term to be developed with children. Within this structure we are able to respond sympathetically to the needs of our pupils and, through continuous dialogue between staff, pupils and parents, allow pupils to achieve their full potential.

### ***Early Curriculum Experiences and Outcomes***

The Early Curriculum Experiences and Outcomes are experienced by all children in Nursery and P1 and may continue beyond this. The focus at this level is the development of learning through play. The interests of the children are used to develop learning contexts and experiences. Children are encouraged to become actively involved in their learning through spontaneous play, planned purposeful play, investigating and exploring, events and life experiences, and focused learning and teaching.

Our extensive outdoor areas are used daily to provide opportunities for children to build their confidence, develop social skills, problem solve, investigate, take 'risks', collaborate and cooperate and begin their development as independent learners. Science, technologies, expressive arts and social subjects outcomes are explored regularly through child centred exploration and learning.

Core skills in literacy and numeracy are developed throughout each day as children interact with each other, their environment and with staff. Learning in literacy and numeracy gradually becomes more planned as learners develop and make progress.

Health and wellbeing permeates every minute of every day whether through planned physical activity, focused learning or the development of social skills and respect for other individuals.

Early maths is focused on the understanding of quantities and using mathematical language to describe or compare amounts, shapes and sizes in order to solve practical problems. Children are encouraged to learn and recognise the names of numerals and to say both forward and backward number sequences. With this foundation to their understanding, children are then able to begin to investigate mathematics in the world around them through relevant contexts and solve problems appropriately.

### ***First Level Curriculum Experiences and Outcomes***

As children progress through Primary 1 they will begin to explore First level experiences and outcomes. As with the Early Level, learning remains active and fun with early learning being built on. Children are encouraged to become more

independent as learners and there is a strong focus on cognitive development to support this.

Literacy, Numeracy and Health and Wellbeing are at the core of the First Level Curriculum but are often developed within interdisciplinary contexts which are engaging and meaningful to pupils.

At this stage, pupils begin to participate in more formal Philosophy for Children sessions and cooperative learning permeates many lessons. Both these ways of teaching encourage children to take on different roles, think for themselves, develop social skills and begin to make essential links in their knowledge and understanding.

Children at the First Level continue to get opportunities to work outdoors within many curricular areas. Science and technology investigations are experienced by children every week with the emphasis being on enquiry and investigative skills.

Much of the learning in the First level will be delivered through interdisciplinary learning. For example, contexts such as Diwali are used to develop an understanding of celebration as well as developing writing skills. Much outdoor learning also involves the development of social skills as well as science, maths and technology. Each learning context is selected carefully by the class teacher in order to develop specific outcomes whilst engaging children in enjoyable activities. Links with our school in Malawi and a focus on global citizenship allow pupils to develop an understanding of the world beyond Tullynessle.

### ***Second Level Curriculum Experiences and Outcomes***

As children progress and move through to the upper stages class in either P4 or 5, they begin to work with the Second Level experiences and outcomes. By now, most children have a strong base of social, literacy and numeracy skills to build on and have learned within and through all eight curricular areas.

At this time, interdisciplinary learning is still used to ensure links in learning are supported and children's prior skills and knowledge are used to help them work independently and achieve as much as possible.

### ***Organisation of the Upper Stages Curriculum***

In order to deliver a curriculum that is broad, meaningful and relevant we have organised learning in P5-7 in a way that will support teachers in achieving the very best for their pupils. Throughout the curriculum Scottish contexts and resources are used to help pupils develop an identity with the place they live.

English is taught as a discrete core subject with an emphasis on continued development of literacy skills. Time is spent developing skills in spelling, punctuation, handwriting, the construction of texts, critical literacy, research skills and writing for many purposes. However relevant contexts and resources are used to enhance this learning and to develop links across subjects. Pupils are given opportunities to write for many purposes within every curricular area.

Pupils will often develop aspects of social subjects through their reading and writing and similarly learning in the social subjects provides opportunities to apply learning in English and literacy. Whenever possible the class teacher will provide opportunities for pupils to apply their learning throughout the week.

Maths is also taught as a discrete subject during the week with a strong emphasis on the development of numeracy. Maths is taught through the development of understanding of mathematical ideas and concepts such as the laws of multiplication and division addition and subtraction. This is done through investigation where children are encouraged to construct their own knowledge from discussions. Teaching is aimed at the cutting edge of a child's understanding. Children are given opportunities to learn facts and knowledge which underpin future learning. Finally children are encouraged to apply their learning within realistic problem solving contexts and through other curricular areas such as science and technology. Maths topics are developed in blocks over the year.

In addition to the emphasis on developing Health and Well being throughout the school the Health programme allows pupils to consider and discuss topics which have an influence on their personal and social wellbeing, including sex education, drugs awareness and nutrition and safety issues. Visitors may be used to help with these topics, including our liaison officer for Grampian Police, Accident Prevention Officers, Fire Officers and the School doctor.

Through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges children develop their inquiry and investigative skills. They will also be encouraged to develop a range of analytical thinking skills in order to make sense of scientific evidence and concepts. Practical activities in the technologies offer children opportunities to develop a range of skills, knowledge and experience. STEM subjects (science, technology, maths and engineering) are developed throughout the year. The school recognises the importance of these subjects in the future lives of pupils.

Computers and iPads are available in each classroom and children are given regular opportunities to develop their skills in word processing, graphic design, using the internet, communicating through e-mail and using a variety of ICT equipment. Each class has an Interactive Whiteboard and pupils have access to Glow, the Scottish Schools Intranet. We have a number of subscriptions and memberships to interactive websites to complement the curriculum and pupils can access these at home or in school. ICT permeates through all areas of the curriculum and available technologies and software in school are used in learning and teaching at all stages

The development of Global Citizenship is seen as an essential part of the school curriculum. Many Social Subjects' experiences and outcomes as well as some from Health and Wellbeing and Religious, and Moral Education are organised into the themes of Social justice and Equity, Diversity, Globalisation and Interdependence, Sustainable Development and Peace and Conflict. By

organising the curriculum in this way skills such as critical thinking, the ability to argue effectively, the ability to challenge injustice and inequalities, respect for people and things and co-operation and conflict resolution begin to develop in pupils. This approach allows children to develop; a sense of identity and self-esteem, a commitment to social justice and equity, empathy, value and respect for diversity, concern for the environment and commitment to sustainable development and a belief that people can make a difference. Experiences and outcomes not encompassed by this approach are developed through mini topics and may be used as a contexts for the development in English and literacy.

Religious and Moral Education enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. Children need to be aware that beliefs and values are fundamental to families, and to the fabric of society in communities, local and global. They can develop their understanding of diversity in our society and their own role within it through learning about religion as well as learning from religion.

Pupils are introduced to the idea of religion as a significant area of human experience. In the course of their primary schooling, pupils learn about Christianity as well as other World Religions. Moral Education underpins much of what takes place during the school day, but may also link to other curricular areas and topics. Assemblies are held and led by staff, pupils, the local minister or visitors.

The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of our culture locally, nationally and globally. The expressive arts include; art and design, music, drama and dance and provide children with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. There are strong links between the expressive arts and literacy and this link is used to enhance learning in these curricular areas.

During the course of the school year we have valuable input from specialist teachers, professional arts companies, creative adults, musicians and cultural organisations. Excursions may be arranged to enhance the expressive arts programme. These have included visits to the Theatre or music productions, art galleries, museums, dance competitions and other events. Parents are invited to performances and presentations during the year.

### ***1+2 Approach to Language Learning in Aberdeenshire***

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young

person to learn two languages at school in addition to their mother tongue language. The approach is inclusive and entitles all children and young people to learn new languages. All language learning is important and will be recognised and celebrated as an achievement.

By 2020 language learning will be part of the everyday life of the classroom from P1 onwards. The entitlement to study the first foreign language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge of language so that they will have a greater understanding of how languages work as they go through school.

In Aberdeenshire the first foreign language will be either French, German or Spanish. In Tullynessle School this language is French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school).

From P4 / P5 our learners will be introduced to another foreign language.

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

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

### ***Third and Fourth Level Curriculum Experiences and Outcomes***

Some pupils may begin work within the Third level of the curriculum while still in P7 or earlier. They are provided with tasks and teaching which extend and challenge their thinking and are encouraged to work more independently. Although these children may be academically quite advanced they often lack the maturity to engage with the most complex tasks and we ensure they are challenged in a way which is appropriate to their age. Secondary staff will support us in developing learning with these children if necessary.

Any parent who wishes to discuss the curriculum in greater depth may arrange an appointment with the Head Teacher.

The school is committed to a policy of multicultural and anti-discriminatory education.

## ASSESSMENT AND REPORTING

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment information is used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Tullynessle School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they:

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can **apply** what they have learned in new and unfamiliar situations.

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates.

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.



More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

All Aberdeenshire schools now use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through our Interactive Learning Diary, through homework, jotters, and samples of work sent home, through visits to school for open days, class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. A written report will be sent home in June. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based.

Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis and these are recorded on our Achievements Wall and celebrated at assemblies.

Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

## **EDUCATIONAL VISITS**

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

Primary 5-7 pupils have the opportunity to go on a 5 day residential trip. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity.

## **LEARNING AND TEACHING**

Our main aim is to develop the skills, knowledge and tools required in each pupil to allow them to become successful learners with the social and interpersonal skills necessary to make the most of any learning opportunity they may encounter in the future.

Pupils are encouraged to take ownership of their learning and to recognise themselves as learners. This in turn builds a sense of identity within the class, the school and the community. Pupils are encouraged to take risks with their learning which may lead to mistakes and misunderstandings. These are not necessarily corrected but rather built upon as powerful tools in the process of learning. Pupils are given regular opportunities to explain their learning to others or to teach others again ensuring learning is as deep as possible.

Teachers and support staff are encouraged to facilitate rather than control learning. They continually reflect on what children say, do, write or make to support continued progress at a level which challenges each child appropriately.

Each individual whether he or she is a parent, guardian, pupil, member of staff or member of the extended community is recognised and respected. This ethos is used to support learning and teaching. Our teaching is flexible to support all learners. We know that everyone has the potential to learn and to do so must be faced with appropriate challenge.

Learning, Teaching and Assessment approaches within the school have been developed because of the results of research both in Scotland and around the world and because of work done with other schools.

Assessment is an integral part of the curriculum and a wide variety of assessment approaches are used. Pupils are developing skills as reflective learners recognising the progress they have made and identifying next steps. Teachers gather evidence as part of a child's day-to-day learning, and specific assessment tasks will also contribute to assessing progress, including approaches exemplified

in the National Assessment Resource (NAR). Results will be included in the pupil's evidence file and school report and entered in the School's Information System.

### ***Contexts for Learning***

For effective learning to take place the context it takes place in must be engaging, relevant and appropriate to the age, stage and development of each child.

At Tullynessle learning takes place in and through a variety of contexts. In the classroom approaches to learning include Philosophy for Children and Cooperative Learning. These contexts allow children to investigate and explore knowledge and concepts whilst reinforcing dialogical skills and developing critical thinking.. Both also ensure that the development of social skills and citizenship are a focus of the school.

Resources used in the classroom are selected carefully to ensure they support our approach to learning and teaching and are developed in such a way that the children lead their own learning.

Teachers value the importance of discussion and dialogue in learning and these are facilitated in many subjects. Maths, science and technology are based on investigation and problem solving but rote learning of some facts is also important at times too. Approaches to this are varied and include games and challenges. Because children have experienced their learning in a way that develops their own understanding then facts are easier to learn.

We ensure that all teaching and learning is placed in the context of the world the children live in or will live in. This allows learning to be more meaningful, worthwhile and relevant.

Writing and reading are developed as core skills but are very quickly used for real purpose such as finding information or reporting back to other members of the class. We use computer programmes regularly to enhance learning and these provide motivation for learning.

Our most valuable contexts for learning are our outdoor areas, the environment surrounding the school and the wealth of resources around Aberdeenshire and further afield. Outdoor learning is a key aspect of learning in nursery and P1-4 where children use the school grounds to explore, investigate, take risks and learn in a natural environment. As children get older the grounds are used to enhance the learning in many curricular areas such as learning to use compasses, measuring weather data and undertaking experiments involving growth in the polytunnel and garden.

Beyond the school, Tullynessle Church and graveyard, local farms, the Montgarrie Mill, Kildrummy, Huntly and Terpersie Castles provide contexts for local history investigations. The roads around the school are used for cycle

training. The Essett Burn is a location which has many opportunities for learning in science and allows us to participate in a Salmon in the Classroom project. Syllavethy Gallery is within walking distance of the school as is the Haughton Park. The Village of Alford with its shops, ski slope, museums and swimming pool is a short bus journey away. Local potato and dairy farms provide children with real life experiences of local industry and allow them to develop an understanding of how food is produced. The cows at the dairy farm are milked robotically and this is a valuable link to the robotic investigations children undertake in class. Tullynessle Hall is used for larger events such as problem solving days and the performance of plays. The school also has the opportunity to attend performances held there by professional companies.

The school is surrounded by accessible hills which have been used for outdoor learning and pupils have experienced camping within the school grounds.

Pupils in P4-7 are given the opportunity to participate in a week long residential trip to an outdoor centre which is a highlight of life at Tullynessle.

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

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Pupils are supported to plan their learning.

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

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

Further information about Curriculum for Excellence can be found at [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum)

## ***Pupils' Involvement in the Life of the School***

### **Taking Responsibility**

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

- Older pupils support the younger pupils at playtimes
- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- Young Leaders – teaching younger children to play co-operatively
- Pupil Council – this involves every child in making decisions about improvements to the school and learning in consultation with all members of the community.

### **Extra Curricular Activities**

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

### **Instrumental Tuition**

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Tullynessle School some pupils currently receive tuition in violin and brass. For further information visit [www.aberdeenshire.gov.uk/parents/carers/information/music\\_service](http://www.aberdeenshire.gov.uk/parents/carers/information/music_service)

## **Sensitive Aspects of the Curriculum**

### ***Spiritual, Moral, Social and Cultural Values The Development of Pupils' Values***

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at [www.aberdeenshire.gov.uk/about/equality.asp](http://www.aberdeenshire.gov.uk/about/equality.asp)

### ***Religious and Moral Education***

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

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms. The school has links with schools in Bangladesh and Malawi which supports work in this and other areas.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.

- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

The School Chaplain visits the school regularly to participate in assemblies and to work with the children in class.

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

### ***Relationships, Sexual Health & Parenthood***

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood. This is part of the health and wellbeing curriculum.

**Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.**

Education Scotland

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media.

Key learning themes from nursery through to P7: are as follows:

#### **Early Years – P4**

- Friendships and relationships
- Carers and people who look after us
- Respect and appropriate behaviour
- Keeping safe
- Similarities and differences
- The growing body and body parts (correct terminology)

#### **P5/6/7**

- Wide ranging friends and relationships
- Health and wellbeing of others
- Changing relationships

- Respect and appropriate behaviour
- Emotional issues
- Puberty and personal hygiene
- Keeping safe
- Giving birth
- Looking after a baby
- Role of a parent/carer

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:

- Physical development – e.g. menstruation, reproductive parts
- Sexual behaviour (e.g. masturbation)
- Contraception and safer sex
- Sexually transmitted infections
- Sexuality and gender

### ***Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education***

#### **Parents/carers/guardians**

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school and to actively support the work of the school.

#### **School**

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

#### **Using Appropriate Language**

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.



In early and lower primary the curriculum focus is on:-

- handling and understanding relationships
- personal and physical changes.
- respecting oneself and others

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Head Teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

### ***Drugs Education/Substance Misuse***

#### ***The Aims of Substance Misuse Education***

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in the Aberdeenshire Policy. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Tullynessle School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

# **Section 3**

## **Parental Involvement**

## **Pupil Welfare**

## Parental Involvement/Parent Councils

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

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

### Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

2. **Home/School Partnership:**

The home/school partnership is essential to ensure that children get the maximum benefit from their school experiences. You can support this by:

- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.)  
<http://www.educationscotland.gov.uk/parentzone/index.asp>
- Volunteering with an aspect of school life. Please note that all volunteers need to undertake a PVG check. This involves completion of paper documents which are then scrutinised by Disclosure Scotland. PVG is then considered for granting.
- Supporting the school in promoting positive behaviour and the school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates
- Complete the Care Inspectorate questionnaire that comes home from the nursery so that we can take your views into consideration when planning nursery improvements.

3. **Parental Representation:**

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The

Parent Council is tasked with representing the views of the Parent Forum.

- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and adds to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher.
- 

## **Communication**

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

School newsletters are sent home regularly, detailing information about school events and activities.

You are encouraged to contact the school at any time, whether with a comment/suggestion, compliment or concern.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home. A similar parent interview will take place during the third term.

You will receive a written report on your child's progress during the summer term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances and open days.

## **Health Care**

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (eg school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, may carry out assessments to ensure the best level of health for all school children.

### ***Primary 1***

Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only. Hearing and vision are no longer checked in school.

### ***Primary 7***

All parents are asked to return a completed health questionnaire. An opportunity to discuss health problems with the School Nurse is offered.

**Children with an identified health need may be seen more frequently.**

### **How can Parents Help?**

1. Contact the school if you are worried about any aspect of your child's health, or emotional well-being.
2. Please fill in and return all questionnaires sent to you. This assists the school to meet your child's needs.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

### ***The Programme of Routine Dental Inspection of School Children***

Aberdeenshire Community Dental Service will be inspecting 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. Immediately after the inspection, parents will be informed in writing of their child's caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

### ***Administration of Medicines***

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

Parents are also asked to inform the school if they have administered medication held in a school prior to the start of the school day.

### ***Sunscreen***

As both nursery and school children spend a great deal of time outdoors, parents should apply sunscreen to children prior to them coming to nursery or school. School staff do not supply, nor do they apply, sunscreen to school pupils. Nursery parents will receive a form for their signature if they wish nursery staff to apply sunscreen to their child.

### ***Illness during the school day***

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

## **Transitions and Transfer to Secondary School**

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

### ***Transfer to Ante-Pre School and Pre-School Nursery***

In order to support and ease transition into early years setting, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the early years setting, to meet staff, to meet with the other children and to find out about life in early years and what you can do to support your child's transition into the early years setting. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other early years setting which your child attends will forward transition information regarding your child's needs and learning journey.

### ***Delayed entry to P1***

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

### ***Transfer to Primary 1***

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

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

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

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

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

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

### ***Transfer to Secondary Education***

Most children from Tullynessle School attend Alford Academy (Telephone Number 019755 62251).

Tullynessle School is part of the Alford Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 5 or 6 days at Alford Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Alford Academy where information will be shared and questions can be asked.

Liaison between Tullynessle School and Alford Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Alford Community Schools Network primaries. Transition art projects, sports festivals, trips, invites to the academy pantomime and other ad hoc activities are arranged for P7 pupils to get together.

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

Alford Academy staff also visit our pupils in Tullynessle Primary where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Tullynessle School supports any alternative transition arrangements wherever possible.

### ***Transitions Between Stages***

Even though Tullynessle is a small school where everyone knows everyone else, transition between classes can be an anxious time for pupils and parents. However, because of the excellent communication between staff and with parents most children take the move in their stride. Pupils are the centre of the process and we are very sensitive to each individual's needs. We recognise that continuity of learning is a priority but that this will only happen when a child is happy and at ease in their learning environment.

Parents are encouraged to talk to staff at any time with any questions, queries or concerns they may have.



## Child Protection

“All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”.

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council.

**It is everyone’s job to ensure that children are kept safe.** Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

‘Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.’

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the head teacher or a senior member of staff;  
Police Scotland by dialling 101 (This number is in operation at all times)

or

The local Social Work Office by dialling one of the numbers below during office hours or, if calling during evenings and weekends, 08458 400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488

Inverurie	01467 620981 or 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) .

All Education & Children’s Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children’s Services Guidelines can be accessed through: <http://www.aberdeenshire.gov.uk/parentscarers/ChildProtection.asp>

## **Aberdeenshire Council Education & Children’s Services Support For Pupils**

### ***Getting It Right For Every Child (GIRFEC)***

Taking care of our children’s well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to;  
<http://www.aberdeenshire.gov.uk/about/departments/girfec>

### ***Key Adult***

Your child's teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

## **Support For Learners**

### ***Additional Support Needs***

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Additional Support for Learning(**ASL**) teachers, Educational Psychology Services, Sensory Support Service, English as an Additional Language (EAL), Intervention Prevention Teachers, Nurture Teachers, ASPECTS, Pupil Support Workers, Family Support Workers.

Our partner agencies include , Therapists e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy; Community Paediatricians, school nurses, Police Liaison Officers, social workers and those from voluntary organisations (e.g. Grampian Autistic Society, Aberlour Trust).

Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

### ***Educational Psychology***

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where

other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at; [www.aberdeenshire.gov.uk/eps](http://www.aberdeenshire.gov.uk/eps)

### ***Meeting needs through Enhanced Provision***

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. Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher.

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. . There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas.. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

[ELL.Enquiries@aberdeenshire.gov.uk](mailto:ELL.Enquiries@aberdeenshire.gov.uk)

### ***Identifying and Reviewing Additional Support Needs***

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has an Additional Support Need (ASN), and in the instance of multi-agency support, consider if a Co-ordinated Support Plan (CSP) is required. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

### ***Staged Approach to Assessment & Intervention***

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning, and a nurturing and positive environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (**ASL**) teachers, other colleagues and/or partnership agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

Looked After Children (LAC), and also Young Carers, are deemed to have additional support needs unless assessment demonstrates that this is not the

case. Schools are expected to establish whether their support needs can be met at the universal stage or require targeted intervention.

### ***Universal Support Level 0***

- Class level with advice/consultation within school/Additional Support for Learning (ASL) teacher

Stage 1: School Based Action

#### **Targeted Support (Level 1)**

In addition to support available at Level 0:

- School level with planned ASL teacher and/or Pupil Support Assistant (PSA) intervention
- Advice if required from Enhanced Provision/Education & Children's Services (E&CS) specialist services

Stage 2: Education & Children's Service Action (in addition to school-based action)

#### **Targeted Plus Support (Level 2)**

In addition to Level 1:

- School level
- Enhanced Provision
- Education & Children's Services (E&CS) specialist services

Stage 3: Multi Agency Action

#### **Intensive Support (Level 3)**

In addition to Level 2:

Intensive Targeted Support:

- multi-agency action as required
- school with Community Resource Hub (CRH) intervention

### ***Individualised Educational Programmes***

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

### ***Multi Agency Plans***

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

### ***Co-ordinated Support Plans (CSPs)***

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period. CSP documentation can be accessed through Aberdeenshire Council website.

### ***What to do if you are anxious about the support your child has in school***

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**  
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**  
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

### **For more information on Support and Advocacy contact:**

Enquire, Princess House  
5 Shandwick Place  
Edinburgh EH2 4RG  
Helpline: 0845 123 23 03  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

### **For local advocacy contact:**

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

Scottish Independent Advocacy Alliance can be reached at:  
Website: [www.siaa.org.uk](http://www.siaa.org.uk)



### ***Independent Mediation Services***

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

Children 1<sup>st</sup>  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:  
[www.sclc.org.uk](http://www.sclc.org.uk)

### ***Additional Support Needs School Policy***

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Additional Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally, where deemed necessary, the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

## **Dealing with Concerns & Complaints**

### ***Concerns***

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

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

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail [hrpolicyteam@aberdeenshire.gov.uk](mailto:hrpolicyteam@aberdeenshire.gov.uk)

### **Complaints**

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – <http://www.aberdeenshire.gov.uk/online/have-your-say/have-your-say-guide/>

### **Insurance**

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

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school

hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

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

### ***School Off Site Excursion Insurance***

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc for worldwide trips and adventurous activities (including winter sports). If personal items such as jewellery, phones/tablets, watches etc are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

# **Section 4**

## **School Improvement**

### **Data Protection**

## **School Improvement**

### ***Standards & Quality Report & Improvement Planning***

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's Improvement Plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

### ***Improvement Planning***

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at [www.ltscotland.org.uk/scottishschoolsonline](http://www.ltscotland.org.uk/scottishschoolsonline)

For further information on national quality indicators go to [www.journeytoexcellence.org.uk/about/keydocuments/part3.asp](http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp)

## **Transferring Educational Data About Pupils**

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### ***What pupil data is collected and transferred?***

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific

addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### ***How Does Aberdeenshire Council Hold and Store Pupil Data***

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

### ***Data Protection Act 1998***

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

### ***Fair Processing Notice***

#### ***Who may process your personal data?***

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

#### ***What personal data will be collected?***

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

### ***For what purposes will your personal data be used?***

The information which you provide on the form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

### ***Will Aberdeenshire Council disclose your personal data to anyone else?***

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

### ***Your Data Protection Rights***

The Scottish Government ensures the collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). This also complies with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how the Scottish Government will use your data. This note can give only a brief description of how data is used. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>).

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland, they may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with their data policy. This ensures that no individual level data will be made public as a result of the data sharing and that these data will not be used to

take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education & Children's Service:  
01224 664630 or email: [education@aberdeenshire.gov.uk](mailto:education@aberdeenshire.gov.uk)

## **Parental Access to Records**

### ***SAR - Subject Access Request information***

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at: <https://ico.org.uk/for-the-public/personal-information/>

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

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildsrecord/>

### ***ScotXed***

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



# **Section 5**

# **Annual Updates**

## School Clothing Grants

The School Clothing Grant is only available for children up to the age of 17 years attending an Aberdeenshire School. To qualify you must be in receipt of any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself.

<http://www.aberdeenshire.gov.uk/parents/carers/financial/ClothingGrant2011.pdf>

## Can my child get free school meals?

You can claim free school lunches for your children if you are receiving:

Income Support (IS)

Income Based Job Seekers Allowance (JSA)

Any income related element of Employment and Support Allowance

Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105

Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for free school meals for yourself.

By email: [asat@aberdeenshire.gov.uk](mailto:asat@aberdeenshire.gov.uk)

In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/parents/carers/financial/meals.asp>

## **Free School Meals for All P1 to P3 Pupils**

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

For parents or guardians of pupils that have not previously taken lunch in school the current primary school menu cycle and information on primary school meals can be viewed on the school catering web pages at:

<http://www.aberdeenshire.gov.uk/schools/meals/>

Lunch tickets will still require to be paid for by pupils in Primary 4 to Primary 7 unless pupils are entitled to Free School Meals.

School Meals charges are currently £2.15 per ticket. Ideally payment should be made electronically. However, if necessary cheques should be made payable to Aberdeenshire Council.

## ***Staff list and class allocation***

### **Teaching Staff**

Acting Head Teacher	-	Mrs Valerie Goodlad
Class Teacher	-	Mrs Valerie Goodlad, P1-4
		Mrs Karen Long, P5-7
Head Teacher Flexible Days	-	Mrs Wendy Main, P1-4
Early Years Lead Practitioner	-	Mrs Dorothea Scherer
Early Years Practitioner	-	Mrs June Fletcher
		Mrs Fiona Morrison

Specialist teachers visit the school in “blocks” of time during the school year. These specialists can vary from year to year. The names below are those who visit the school in the current session. Other Expressive Arts specialists visit the school for shorter blocks or units of work.

### **Visiting Teachers**

Music	-	Miss Lesley Thornton
ICT	-	Mr Stuart Cahill
PE	-	Mr Jamie Mayo
Additional Support for }	-	Mrs Louise Anderson
Learning }	-	Mrs Maggie MacDonald

### **Ancillary Staff**

School Administrator	-	Mrs Anne Harvey
Clerical Assistant	-	Mrs Karin de Rijck
Pupil Support Assistant	-	Mrs Susan Mackrell
Catering Supervisor	-	Mrs Sheila Taylor
School Cleaner	-	Mrs Janette Lind
School Janitor	-	Mr Willie Beaton
School Transport Operator	-	AJS Contract Cars

## TERM DATES 2016-2017

Monday 15 August 2016	In Service Day
Tuesday 16 August 2016	First day of Term 1
Friday 7 October 2016	Last day of Term 1
Monday 10 October - Friday 21 October 2016	October holidays
Monday 24 October 2016	First day of Term 2
Monday 14 November 2016	In Service Day
Tuesday 15 November 2016	In Service Day
Wednesday 21 December 2016	Last day of Term 2
Thursday 22 December 2016-Wednesday 4 January 2017	Christmas Holidays
Thursday 5 January 2017	First day of Term 3
Friday 10 February 2017	Occasional Day
Monday 13 February 2017	Mid Term Holiday
Tuesday 14 February 2017	In Service Day
Wednesday 15 February 2017	In Service Day
Friday 31 March 2017	Last day of Term 3
Monday 3 April - Monday 17 April 2017 Good Friday hol)	Easter Holidays (inc
Tuesday 18 April 2017	First day of Term 4
Monday 1 May 2017	May Day Holiday
Monday 5 June 2017	Occasional Day
Friday 30 June 2017	Last day of Term 4
Monday 3 July - Friday 18 August 2017	Summer Holidays
Monday 21 August 2017	In Service Day
Tuesday 22 August 2017	First day of Session 2017-2018

Please also find a link to the annual holiday calendar–

[www.aberdeenshire.gov.uk/schools/information/School\\_holidaydates2011-12to2014-15.pdf](http://www.aberdeenshire.gov.uk/schools/information/School_holidaydates2011-12to2014-15.pdf)

**Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.**