

School Handbook

Tayview Primary School



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Section 1: Welcome and Vision

Dear Parents,

Welcome to Tayview Primary School.

We hope that working in partnership with our parents will be productive and we aim to do this through mutual understanding and co-operation.

At Tayview we pride ourselves on our warm, friendly and nurturing environment where pupils are safe and able to develop the core life skills they will need for the future.

Mrs Dawn Archibald
Head Teacher

Section 2: School Ethos

Vision

Our vision is that all children and staff **SHINE** ensuring that within Tayview:

- Everyone feels included and valued.
- We achieve the best we can and celebrate this.
- Our learning develops skills for life, learning and work
- We respect, everyone within our community.

Values

Our core values are:

- Strength
- Tolerance
- Ambition
- Resilience
- Success

Tayview Aims

At Tayview we strive to ensure all our children and staff **SHINE**.

That is that we:

- Support one another
- Help our community
- Include everyone
- Never give up
- Excel in all we do

We strive to provide the very best learning experiences for all our children. Central to this is a commitment to ensuring all our children have opportunities to enhance their skills and their learning beyond the “bums on seats” work that we as parents were used as pupils.

“

We are all meant to shine, as children do. As we let our own light shine, we subconsciously give other people permission to do the same. ”

Words by Marianne Williamson, often quoted by Nelson Mandela

Section 2: School Ethos

Our curriculum is an important means through which these values can be both encouraged and developed. It is inclusive and a stimulus for personal achievement. It broadens children's experience of the world and encourages them towards informed and responsible citizenship.

Learning experiences can take place in individual subject areas or be linked together through contexts covering several areas of the curriculum. Skills for learning, life and work are developed through day to day involvement in the life and work of our school community and, most recently, through the leadership roles in Fantastic Friday afternoons. This is where the whole school opts in to a range of different activities developing Talents, Life Skills, Active Lifestyles and Environmental Awareness which help them to embed their learning in a range of contexts. Such experiences can include a variety of class, school or community-based activities that involve parental support, community partnerships and links with outside agencies and industry.

Whole school assemblies are held regularly, providing opportunities for pupils to share together, celebrate achievements and those things that we value as a school community. This year, the school is working towards our Rights Respecting Schools Award and are being introduced to the UNCRC Rights of the Child through our assemblies. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Our school chaplain, Bob Mallinson, is the minister of Menzieshill Parish Church and we visit the church at Christmas and Easter.

All classes have the opportunity to lead an assembly throughout the year.

Section 3: School Information

School Address: 180 Dickson Avenue,
Dundee DD2 4GE

Telephone: 01382 435917 or 435934

Email Address: tayview.primary@dundeeschools.scot

Website:

Head Teacher: Mrs Dawn Archibald

Depute Head Teacher: Miss Ruth Mitchell

Principal Teacher SfL: Mrs Elaine Milne

Principal Teacher: Miss Victoria Taylor

School Status: Non-Denominational

School Roll: 425

School Hours: 9.00am - 3.15pm

Parent Council Contact Info: Jennifer Kinnear, Chairperson
Rachael Thomas, Chairperson
(both can be contacted through the
Tayview Parent Council Facebook Page)

Parish Priest or Minister: Rev Robert Mallinson

Parish Address: Menzieshill Parish Church
Charleston Drive
Dundee DD2 4BD

Section 3: School Information

For the first three weeks in the first term (August – early September), Primary 1 will be dismissed at 12.15pm.

Office Hours

The school office is open from 8.30am - 3.30pm.

Please help us by ensuring any absence is reported to the school by 8:45am. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Parents can also contact the school by email at TayviewPrimary@dundeeschools.scot. This is particularly helpful during busy times. We will always strive to respond as quickly as possible.

Parents can note informal communication with the class teacher in the home/school diary, issued to every pupil at the start of the session. In exceptional circumstances, teachers may email parents directly by prior agreement.

Parents are kept informed by written communication, through the school app or Messenger 5 in the first instance and the classes will keep parents up-to-date using Twitter throughout the session.

Class Organisation

The organisation of classes may vary from year to year dependent upon certain factors such as the school roll and the number of teachers allocated to the school that session.

At any stage of the school, pupils may be in a straight class, which comprises of pupils from the same stage e.g. all Primary 2 pupils or they may be part of a composite class which comprises of pupils from more than one stage, for instance a class with some Primary 2 and some Primary 3 pupils.

Section 3: School Information

You should be confident that the professionalism of the staff in the school will ensure that your child will always work within a programme appropriate for his/her age, ability and aptitude.

Currently we have:

- 2 P1 classes and a P1/2 class
- 2 P2 classes
- 2 P3 classes and a P3/4
- 1 P4 class and a P4/5
- P1 5 classes and a P5/6
- P6 class and a P6/7 class
- 2 P7 classes
- 3 classes in The Harbour, our Enhanced Support Area and 1 P7/6 class on the upper corridor next to P6 and P7 mainstream classes.

Children with Additional Support Needs

We have a wide range of children in school and, at any stage or time in a child's life they may need some additional help. In most cases, this help will be provided by the class teacher, however, there may be occasions when your child needs some additional help. This may be provided by a Learning and Care Assistant working in class or by some additional support from a teacher or PEYSA (classroom assistant). In instances where a child has been assessed as need specialist provision, they may access the Harbour, our Enhanced Support Area. Similarly, we strive to ensure that all children who access ESA also access their mainstream classes and support them to do so.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 16 August 2021 - IN SERVICE DAY (Staff resume)

Tuesday 17 August 2021 - Term starts (Pupils resume)

Friday 8 October 2021 - Term ends

AUTUMN HOLIDAY

Monday 11 October 2021 - Holiday starts

Friday 22 October 2021 - Holiday ends

WINTER TERM

Monday 25 October 2021 - Term starts

Thursday 11 November 2021 - IN SERVICE DAY

Friday 12 November 2021 - IN SERVICE DAY

Wednesday 22 December 2021 - Term ends

CHRISTMAS HOLIDAY

Thursday 23 December 2021 - Holiday starts

Wednesday 5 January 2022 - Holiday ends

SPRING TERM

Thursday 6 January 2022 - All resume

Friday 11 - Monday 14 February 2022 - Mid term

Tuesday 15 February 2022 - IN SERVICE DAY

Friday 1 April 2022 - Term ends

SPRING HOLIDAY

Monday 4 April 2022 - Holiday starts

Friday 15 April 2022 - Holiday ends

SUMMER TERM

Monday 18 April 2022 - Term starts

Monday 2 May 2022 - May Day (schools closed)

Thursday 5 May 2022

Thursday 2 June 2022

Friday 3 June 2022

Thursday 30 July 2022 - Term ends

Section 4: School Policies & Practical Information

School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

School Uniform	Gym Uniform
Black trousers/shorts skirt/ pinafore/ purple pullover/sweatshirt/cardigan option of a black cardigan or jumper is available school shirt – white with school tie school polo shirt – white Purple fleece for outdoor learning black shoes	White t-shirt Black shorts Gym shoes Outdoor kit Purple fleece Black/dark joggers
<p>Please note that neither hoodies nor football strips are to be worn. PE days have specified uniform and children must adhere to this as they do the more traditional school uniform. All items of clothing should be labelled. This assists greatly in recovering lost property.</p> <p>Children representing the school for Hockey, Basketball, Football and Choir will be issued with school strips for the duration of the event and should change back into school uniform at the end of the event.</p>	

If you have difficulty sourcing school uniform, please contact the school as we are committed to recycling nearly new uniform as part of our Eco-School ethos and can help out with clothing as necessary.

If you have nearly new school uniform, please deposit it in the uniform recycling bin at the community entrance. This will then be cleaned and bagged to be made available to others. Thank you.

Section 4: School Policies & Practical Information

School Clothing Grants

School Clothing Grants If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £16,105 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicant's bank account.

The current value of a Clothing Grant is £100 per child.

Applications forms can be submitted online:

www.dundeeecity.gov.uk/eduforms

School Meals

School lunches cost £2.15 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

Free School Meals

Free School Meals Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance

Section 4: School Policies & Practical Information

- Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £7,330 (as assessed by HMRC).

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

Instrumental Tuition

Tuition fees are currently free and instrument hire is £85.00 per year.

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home. The Director of Education has total discretion when considering the closure of schools.

Enrolment & Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Section 4: School Policies & Practical Information

New Procedures

Parents of children other than Primary 1 beginners may make an appointment to see the Head Teacher regarding enrolment procedures, however all placing requests must be made to the Education Department. Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council

Section 4: School Policies & Practical Information

asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

General Safety

1. Pupils are not allowed to leave the school grounds during interval

Section 4: School Policies & Practical Information

2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school

Positive Relationships Guidelines

Tayview is committed to promoting a safe, positive ethos and relationships. To do this in a consistent way, we have an established Positive Relationships Management System.

Positive Relationships ensures 3 Basic Rights for everyone:

- Right to respect
- Right to safety
- Right to learn

If children respect these rights there will be positive rewards. A copy of a Parent's Guide to our Relationships Policy can be collected from reception or found on our school app.

School Concerns and Complaints Procedures

If you have a concern or complaint, we ask that you firstly contact the Head Teacher or Depute Head Teacher at the school. Our complaints handling procedures aim to provide a quick, simple and streamlined process for resolving complaints early within the school. We work closely with parents and carers to deal with issues at the outset.

If you are not satisfied with the process or investigation after mediation or investigation, by the school or council you may take your complaint to the ombudsman. This detail will follow from Dundee House, Children and Families Service if you are still not satisfied.

Our procedures are in line with Dundee City Council guidance.

Covid 19

The school operates in line with strict government guidance to ensure the school environment is as safe as we can make it for all children and staff. We would ask that parents adhere to all guidance and restrictions that have been implemented to keep our community safe. Please keep up to date with the latest information using the Dundee City Council webpage and the school App.

Section 5: Parental Involvement

Tayview Primary School believes very much in a working partnership with parents and carers. There is an “open door policy” which actively encourages parents and carers to contact the school in order to share information, raise concerns and discuss issues. As well as active participation through the Parent Council, parents and carers are encouraged to support the school in a number of ways; accompanying school trips, attendance at events throughout the year such as assemblies and ceremonies, assisting children to develop interests by helping out during Privilege Time etc. The views of parents and carers are taken into account through surveys and forum groups. Parent meetings held in Term 1 and 3 allow the school to pass on information regarding children’s progress in school. Information is also shared by the school in a number of other ways including termly newsletters, school website, children’s awards and so on. Confidence comes from understanding what is happening at school and being able to share in and support pupils’ knowledge, skills and celebrate achievements. Contact, and dialogue all help to promote mutual understanding and trust, the basis of our shared responsibility.

Parents can seek to be part of Tayview Parent Council which supports the school in its work with pupils. Meetings take place approximately once each term and are open to all parents. If you would like more information about our Parent Council, please contact the school office.

The following information and websites may be helpful to parents: Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Section 6: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Section 6: The Curriculum

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

Further curricular information can be found at:

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

Section 6: The Curriculum

Getting it Right for All Our Children

At Tayview, we will actively strive to ensure that all our children are safe, happy, achieving, nurtured, active, respected, have responsibility and are included. If we can help families in any way, please contact the school to speak to a member of staff. We're here to help everyone.

Tayview Primary School is committed to being an integral part of the Menzieshill Community. If you have any suggestions or thoughts on what we might do to enhance our community, please contact Mrs Archibald at the school. We will be delighted to hear from you.

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes 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 the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

Section 6: The Curriculum

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Section 6: The Curriculum

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and look at their written work to build up a picture of where each child is in their learning. Assessment tasks are planned and built into day to day learning activities.

From this, teachers help children to see how they can improve and what they need to practise. Self and peer assessment are important parts of this - pupils assess their own learning and help each other to improve.

Within the area of assessment, pupils' learning progress is also measured using standardised assessments which allow the school to develop diagnostic profiles of pupils' strengths and development needs. These assessments also allow comparisons with national levels of attainment. Currently, Scottish National Standardised Assessments (a series of computer-based adaptive tasks) are used to support teachers' judgements of progress in P1, P4 and P7.

The progress of every pupil is tracked throughout their school career. Individual Folios of work, learning journals and other profiles are started in Primary 1 and built upon throughout each child's school experience. These provide evidence of learning progress and aid reporting to parents/carers.

Keeping Parents Informed

Parents' Nights

Parents' Nights take place twice a year (subject to Covid restrictions*):

September- initial report to focus on how the children are settling into their new class and to share learning targets.

February- Update on progress and setting targets for June

Where direct parental contact has been disrupted by Covid, we will provide either an additional written report or a telephone appointment.

Section 6: The Curriculum

*In the event of Covid restrictions impacting on face-to-face meetings, we will strive to provide telephone or online meetings to ensure parents are kept up-to-date.

Reports

December - A short report detailing progress and a general comment
June - full summative report detailing progress throughout the year

Seesaw

Seesaw has been adopted by all teachers as a means of recording children's learning and sharing this with parents. We will be developing this further throughout the year.

We would encourage parents to contact us at any point throughout the year if they have questions about their child's learning either by telephone or by email.

Twitter

We have an active Twitter Account @Tayview PS1 #Tayview Community where we report on children's activities and link to our cluster schools.

Schools App

Tayview Primary App can be accessed through www.appcentral.co.uk. This has the most up-to-date information regarding your child's class and whole school information. All policies can be found on the App. The app is updated as soon as new information becomes available and is used as our main means of communication with parents. This is also used for booking Parent Contact time for Parents' Night. Login details can be obtained from the school office.

Growth Mindset Yetis

P1-3 are learning about Growth Mindset using the Growth Mindset Yetis. P1 parents will be invited to information evenings and also offered a 6 week course with free books and opportunities to make resources for home. They will also be given a handout and fridge magnet reminding them of the Growth Mindset language and offering hints and tips for engaging their children in learning.

Section 6: The Curriculum

Parental Engagement in Learning

Opportunities for finding out about learning happen throughout the year. Check the App for dates for learning about about your child's stage.

Working Together for a Stronger Community

Tayview Primary School believes very much in a working partnership with parents and carers. There is an "open policy" which actively encourages parents and carers to contact the school in order to share information, raise concerns and discuss issues. As well as active participation through the Parent Council, parents and carers are encouraged to support the school in a number of ways; accompanying school trips, attendance at events throughout the year such as assemblies and ceremonies, assisting children to develop interests by helping out during Privilege Time etc. The views of parents and carers are taken into account through surveys and forum groups. Parent meetings held in Term 1 and 3 allow the school to pass on information regarding children's progress in school. Information is also shared by the school in a number of other ways including Seesaw, newsletters (at least once per term), school Twitter account (@TayviewPS1), children's awards and homework diaries and so on. Confidence comes from understanding what is happening at school and being able to share in and support pupils' knowledge and skills and join with us to celebrate achievements. Contact, and dialogue all help to promote mutual understanding and trust, the basis of our shared responsibility.

Parents are invited to join Tayview Parent Council which supports the school in its work with pupils. Meetings take place approximately once each term and are open to all parents. If you would like more information about our Parent Council, please contact the school office. You can also join the Parent Council Facebook Page.

The following information and websites may be helpful to parents: Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent

Section 6: The Curriculum

Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Transition to Primary 1

Whether your child is transferring from nursery to Primary 1 or from Primary 7 to secondary school or indeed transferring stage through school they will be entitled to support during this process. School staff make every effort to ensure that important information about your child, their learning and progress and any additional support they require is communicated to the teacher at the next stage of learning.

The school encourages parents to discuss these changes and the senior management team will be happy to meet with you to allay any concerns you may have over the new arrangements for your child.

Transfer to secondary school

When your child is due to leave the school at the end of Primary 7, he/she will be allocated a place at their catchment school. The move from primary to secondary school can be a daunting step for pupils and parents. To make this time in the pupils' school career more comfortable, we work closely with secondary schools to provide a range of transitional activities throughout Primary 7. These include Primary School visits from secondary school staff and also a 2 day visit to the secondary school where pupils follow a secondary school timetable. Around this time, secondary staff meet with the Primary 7 teachers to discuss the needs of the children.

Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Council's Children and Families Service policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

Section 8: School Improvement

The main focuses for School Improvement this session are:

Priority 1: Improving attainment in literacy and numeracy

- Staff will undertake training in differentiation.
- Staff will undertake training in aspects of visible learning, i.e. feedback and growth mindset.
- We will review and revise the school policy on learning and teaching to ensure a shared and consistent understanding across the school.
- Implementation of a new numeracy and maths framework.
- All teaching staff will undertake training in conceptual understanding in numeracy.
- A consistent approach to numeracy lessons will be developed within the school.
- Using resources from the Pupil Equity Fund, targeted interventions will be implemented, particularly to close the attainment gap between the most and least disadvantaged children.

Priority 2: Assessment, moderation and tracking

- Teachers will be given opportunities for moderation across classes, stages and the cluster.
- We will further develop our processes for recording of assessment information and tracking of attainment and achievement.

Priority 3: Meeting Learning and Wellbeing Needs

- We will continue to embed our behaviour management policy
- Through planned programmes, we will help pupils to build resilience.

Section 8: School Improvement

Priority 4: Early Years and Childcare

- We will continue to develop the nursery environment, both indoors and out.
- We will increase staff confidence in supporting and developing early numeracy skills in the nursery.
- We will continue to develop a shared understanding of early literacy development from Nursery into Primary 1.

Section 8: School Improvement

Attainment and Attendance Data

Due to exceptional circumstances we have not added 2020 data.

		Reading			Writing			Listening & Talking			Numeracy		
Stage	Level	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
P1	Early	68%	74%	78%	46%	43%	57%	75%	95%	93%	55%	83%	82%
P4	First	55%	53%	70%	43%	38%	34%	65%	62%	75%	52%	60%	55%
P7	Second	70%	52%	82%	32%	55%	76%	64%	67%	84%	36%	50%	60%

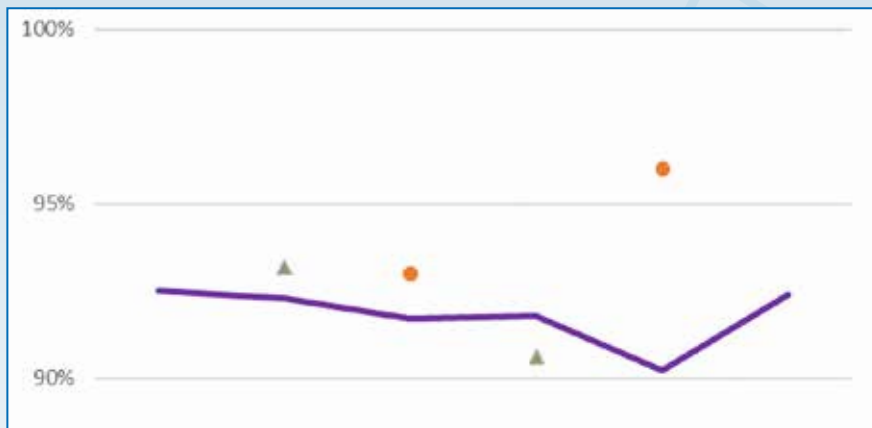
		Reading			Writing			Listening & Talking			Numeracy		
Stage	Level	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21
P1	Early	78%	76%	64%	57%	68%	64%	93%	82%	70%	82%	82%	66%
P4	First	70%	79%	60%	34%	63%	38%	75%	77%	88%	55%	73%	56%
P7	Second	82%	34%	64%	76%	17%	56%	84%	53%	73%	60%	36%	64%

Attendance

We continue to monitor attendance and late-comings across the school. We work very closely with Holly Stanyard our School & Family Development Worker to support children and families to attend school in order to ensure the children have the best start in life.

Section 8: School Improvement

Overall Attendance Rate Dundee



	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Dundee Overall	92.50	92.30	91.70	91.80	90.23%	92.41%
DCC Targets			93.00		96.00%	
Scotland		93.20		90.60		

	2017/18	2018/19	2019/20	2020/21
Tayview Primary School	94.10%	93.31%	92.49%	94.00%

We continue to monitor attendance and late-comings across the school. We work very closely with Holly Stanyard our School & Family Development Worker to support children and families to attend school in order to ensure the children have the best start in life.

Section 9: Extra Curricular Activities

Keeping Our Children Active

Subject to Covid restrictions, we have a wide range of extra-curricular activities that take place at lunch time and after school. These typically include basketball, football, dance, choir and athletics. We have an outdoor football pitch and our school football teams take part in the Dundee Schools League.

Tayview Primary's Active Schools' Co-ordinator works with staff and pupils to support and develop projects within school that promote daily physical activity.

Tayview Primary has a good reputation for musical talent and pupils participate in Music Festivals and other events. Children from P4-7 are engaged in learning a range of instruments including ukulele and recorder. We have a Music and Drama teacher two days per week as well as a Kodaly teacher who works with P1- 3 children for a term every year.

We work closely with Ancrum Activity Centre and other providers to access challenging activities for children who may need an extra input in developing self-confidence or resilience.

We also encourage all Primary 7 children to take part in a residential experience for 3 days in June.

As part of our commitment to ensuring all children have an equal opportunity to take part all aspects of school life, we have committed to support any child in need with financial support to attend events.

Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...
dundeecity.gov.uk