

School Handbook

December 2019

Rosebank Primary School



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Section 1: Welcome and Vision

Dear Parents,

The purpose of this booklet is to give you as parents, as much information as possible about the organisation of the school and curriculum at Rosebank Primary School.

It should be noted that the following information is correct at the time of issue but changes may have taken place since then. If clarification of any aspect of this document is necessary do not hesitate to contact the Head Teacher. Should you wish to view this school at any time please phone the school secretary who will arrange an appointment for you.

We wish to create a happy learning environment to enable each child to develop educationally and socially to his/her fullest potential and thus progress through the various stages of the primary school. We aim to help him/her cope with further education requirements and to develop as successful learners, effective contributors, confident individuals and responsible citizens. To these ends we encourage and support the fullest co-operation with parents and carers. We recognise that the quality of any child's educational progress is enhanced when parents/ carers and teachers work together in the best interests of the pupil.

Yours faithfully,

Jennifer Heffell
Head Teacher

Section 2: School Ethos

Vision:

Rosebank Primary School



Dream, Believe, Achieve



Values

Rosebank Primary School strives to be the hub of the local community. We aim to provide a happy welcoming environment for all members of the community irrespective of race, culture, religion and ability. The school values every individual and seeks to provide effective teaching and learning, working in partnership, to maximise opportunities and equip our pupils for the future.

Aims

At Rosebank Primary School we aim to:

- Provide a welcoming, caring and safe environment where each child is nurtured, valued and supported.
- Develop positive attitudes to learning through innovative teaching of knowledge, skills and understanding in all areas of Curriculum for Excellence
- Nurture independence, enthusiasm and self-confidence - allowing each pupil to realise his / her potential through the promotion of personal strengths and achievements.
- Promote respect for self, others and the environment with a particular focus on learning outdoors.
- Develop responsible global citizenship through valuing and caring for each other.

Section 3: School Information

School Address:	Coldside Campus, 15 Alexander Street, Dundee, DD3 7DL
Telephone:	01382 435301
Email Address:	rosebank.primary@dundeecity.gov.uk
Website/Twitter:	@RosebankPS
Head Teacher:	Mrs Jennifer Heffell
Depute Head Teacher:	Mrs Alison Mullan (acting)
School Status:	Non-Denominational School, Primary 1-7
School Roll:	229
School Hours:	9.00am - 3.15pm
Parent Council Contact Info:	Audrey McGillivray pcrosebank@dundee.npfs.org.uk
Parish Priest or Minister:	Tony Thornthwaite
Parish Address:	Coldside Church

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 - 4.00pm.

Please help us by making routine telephone calls within office hours. 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.

The school actively encourages parents to visit the school. We operate an “Open Door” policy where parents know that they have access to a member of management at all times. Alternatively you may prefer to email and a member of the senior management team will get back to you ASAP.

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.

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.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 17 August 2020 - IN SERVICE DAY (Staff resume)

Tuesday 18 August 2020 - Term starts (Pupils resume)

Friday 2 October 2020 - Term ends

AUTUMN HOLIDAY

Monday 5 October 2020 - Holiday starts

Friday 16 October 2020 - Holiday ends

WINTER TERM

Monday 19 October 2020 - Term starts

Thursday 12 November 2020 - IN SERVICE DAY

Friday 13 November 2020 - IN SERVICE DAY

Wednesday 23 December 2020 - Term ends

CHRISTMAS HOLIDAY

Thursday 24 December 2020 - Holiday starts

Wednesday 6 January 2021 - Holiday ends

SPRING TERM

Tuesday 7 January 2021 - All resume

Friday 12 - Monday 15 February 2021 - Mid term

Tuesday 16 February 2021 - IN SERVICE DAY

Thursday 1 April 2021 - Term ends

SPRING HOLIDAY

Friday 2 April 2021 - Holiday starts

Friday 16 April 2021 - Holiday ends

SUMMER TERM

Monday 19 April 2021 - Term starts

Monday 3 May 2021 - May Day (schools closed)

Thursday 6 May 2021

Monday 31 May 2021 - Victoria Day (schools closed)

Friday 2 July 2021 - 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.

BOYS	GIRLS
Grey Trousers, Socks and Pullover/sweatshirt, White or Blue Shirt, School Tie, Navy Blazer (optional) P.E - White t-shirt, black shorts/ shoes	Grey Skirt/dress, Sweatshirt, white/blue blouse, School Tie, White Socks, Navy Blazer (optional) P.E - White t-shirt, black shorts/ shoes
Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.	

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 or paid by cheque where the applicant does not have a bank account.

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

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

Section 4: School Policies & Practical Information

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 are available to all pupils whose parents receive 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, 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 £6,420 (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.

Section 4: School Policies & Practical Information

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.

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.

Enrolment & Placing Requests

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

Section 4: School Policies & Practical Information

child starts school. The child's full birth certificate and a proof of address, in the form of a Benefit Book, Council Tax letter or recent (within two months) utilities account must be shown.

Parents of children living out with 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.

Parents making a successful placing request for the school will be notified of this by Dundee City Council. A planned transition programme, with opportunities for new Primary 1 pupils and parents to learn more about and become familiar with the school, takes place in the summer term.

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.

Section 4: School Policies & Practical Information

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 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.

Section 4: School Policies & Practical Information

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
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

Promoting Positive Behaviour

Rosebank's strategies are used in class and in the playground to encourage children to work hard and show consideration for others. We hope to have your continued support in assisting us to maintain a good standard of behaviour enabling more time to be spent on teaching your children – valuable time that may be wasted by trivial, unnecessary incidents of disruptive classroom behaviour.

Section 4: School Policies & Practical Information

The underlying philosophy of Assertive Discipline is that the child is responsible for his or her own behaviour. There is only one rule in Rosebank - Do as you are asked. This rule covers all routines taught within the class and if followed ensures the safety of everyone whilst allowing teaching and learning to be undertaken in the manner intended.

Children who adhere to the rule and achieve 'all green' for the week will be rewarded. Those who chose a different path will receive 'sanctions'. Children making wrong choices will work their way through the sanctions, however if an incident is deemed serious enough then they may skip sanctions.

Through the implementation of our Positive Behaviour Management policy we aim to:

- Provide a secure, happy and nurturing environment which promotes effective learning and teaching
- Manage behaviour in a positive, fair and consistent manner throughout the school
- Have a restorative approach throughout the school to support the building of positive relationships
- Promote our school's visions, values and aims
- Develop good relationships, mutual respect and trust throughout the school community
- Develop the personal and social skills of the children
- Encourage the children to value the opinions of others
- Refer to and follow the DCC Anti-Bullying Policy for incidents of bullying

Section 4: School Policies & Practical Information

School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/departments-publications/Education>

Section 5: Parental Involvement

Parent Forum

As part of this Forum, you have a voice and can raise any issue whether it is about the ethos of the school, school policy or even parking. At the hub of the Parent Forum is the Parent Council and it is this group that meet frequently with the school to raise any issues, raise funds and basically keep the lines of communication open. Members of the Parent Council also play an instrumental part in the employment of the school's Management Team as they form part of the Interview Board alongside the Education Department.

Involving parents in school life

There are many things you can do to become involved in school life and have an active part in your child's education including:

- Attend Parent and Teacher Interviews
- Become a part of our Parent Council
- Ask your child every day 'What did you learn at school today?'
- Ensure you read your child's diary daily
- Request copies of school improvement plan and standards and qualities report
- Attend open door
- Be part of supporting learning in classrooms
- Join us for social events
- Accompany classes on school trips
- Offer to help with extra-curricular activities

We also encourage visits by parents to help at fund raising events, curricular events, assemblies and formally organised Parents Nights. Parents who have a particular specialised subject are welcome to share this in school for the benefit of our pupils.

The school seeks to engage parents in the education of their children wherever possible. Listed below are some events to which parents are invited:

Section 5: Parental Involvement

Harvest Festival, Parent Council Meetings, Curriculum Evening, Remembrance Day Service, Silver, Bronze and Gold Awards, School Shows, P1 Parent Workshop, Bingo Night, Teddy Bear Picnic with our new Primary Ones, Sports Day, Prize Giving, P7 Leavers Assembly, and Coldsid Campus in the Park, our end of year open air picnic and disco.

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 Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

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.

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 read their written work to build up a picture of where each child is in their learning. From this, the children are given information about and helped to see how they can improve and what they need to practise. Pupil performance is also measured using standardised assessments which allow measurement of value added by the school as well as giving diagnostic profiles of pupils' strengths and development needs.

Baseline Assessment is carried out in Primary 1 using the PIPS computerised assessment, and this is repeated at the end of P1. In P4 and in P6 pupils undertake INCAS assessments, another computerised assessment which gives standardised information about pupil progress which teachers use to plan next steps in learning.

Every pupil has an individual Work Folio started in Primary 1. This contains examples of work from a wide range of activities and is added to as a child moves through the school.

Reporting to parents

Throughout the year, teachers report to parents in a number of ways relating to the progress of the children. This takes the form of Parents' Evenings, Primary 7 Profiles, formal reports at the end of the school year and also opportunities for further meetings with staff throughout the year if required.

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Section 6: The Curriculum

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 an ABLe 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.

Support for Learning is co-ordinated by the Head Teacher, 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 Education Department's 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

Project 1: The Curriculum

Targets - Totality of the Curriculum, Fully Implement Curriculum for Excellence in Expressive Arts, Maths, Health and Well-Being, Literacy & English, Interdisciplinary Studies, Science, Technologies and RME

Aims - Teach knowledge, skills and understanding in all areas of Curriculum for Excellence, developing positive attitudes to learning.

Project 2: Learning and Teaching

Targets - Continue to improve teaching for effective learning, Meet needs of all Learners, Implement CfE Assessment and Tracking

Aims - Allow each pupil to realise his/her potential through the promotion of personal strengths and achievements

Project 3: Getting it Right for Every Child

Targets - GIRFEC, Continue to improve and strengthen partnership with parents, Continue to improve and strengthen partnership with stakeholders.

Aims - Promote equality, fairness and justice for all.

Project 4: Planning for Improvement

Targets - Further develop Self-Evaluation, Increase opportunities for Leadership, Increase Attainment and Achievement

Aims - Improve quality of educational experiences for pupils through a programme of continuing professional development for all staff.

Section 9: Extra Curricular Activities

After School Activities

Monday: French Club (P1 - P3)

Tuesday: Tennis, Sumdog (P1 - P3)

Wednesday: Lego Club (P2+3), Cross Country (P6+7)

Thursday: Code Club (P4 - P7)

Lunch Time Activities

Monday: Girls Football (P1 - P3), Highland Dancing (P4 - P6)

Tuesday: Hockey Active Schools, Glee (P4 - P6)

Wednesday: Football SFA (P1 - P4), Dance Group (P1 - P3)

Thursday: Boys Football (P5 - P7)

Activities to be confirmed - Scottish Country Dancing, Puzzle Club, Art and Crafts, Sewing/Knitting Club



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