

# School Handbook

*December 2016*

# Ardler Primary School



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## Section 1: Welcome and Vision

Dear Parents,

Welcome to Ardler Primary School. Some of you are already familiar with our school, others we welcome for the first time.

Parents have the right to expect their children to be provided with the highest quality of education in a climate where they are safe, valued and treated with dignity and respect.

We believe that Ardler Primary is a caring school where children can fulfill their potential. We strive to ensure that our children have the opportunity to maximise their attainment and achievement.

We endeavour to equip our children with the necessary skills and knowledge to enable them to successfully continue on a journey of lifelong learning.

We believe that working together with parents and the community, and communicating openly ensures the best possible outcomes for all.

Welcome to Ardler Primary School!

Miss Louise Reid  
Head Teacher

## Section 2: School Ethos

Our vision for Ardler Primary School is to provide a safe, secure, welcoming and nurturing environment where everyone is valued equally. We aim to be an integral part of the community, inspiring our children to be successful lifelong learners, effective contributors, confident individuals and responsible citizens. We do this in partnership with home, community and other service providers.

Our 'Deciders Community Group' created a statement we all agree with - "You don't have to be better than everyone else. You just have to be better than you have ever been".

Our values: Wisdom, Justice, Compassion and Integrity are the same as those engraved on the mace of the Scottish Parliament. We provide an inclusive learning environment which is a positive stimulus for personal achievement, encourages aspiration and ambition and broadens experiences of the world. We hope this will lead to our young people to be informed and responsible citizens.

The school has strong links with many partner agencies who work in school with pupils and also consultation with staff/parents approach as appropriate. These include the Chalmers Ardler Church, Ardler Complex, Education Psychology Service, Outreach Teachers, School Community Support Service, Barnardo's, NHS, Tayside Police/Fire and Rescue etc.

Valuing our place within our local community, we worked closely with the Ardler Village Trust, carol singing at the Christmas light switch on and flower planting during 'Ardler's in Bloom'.

Throughout all of our activities there will be a focus on developing skills for learning, skills for life and skills for work. These include literacy and numeracy, thinking skills, working with others, leadership, presenting and communicating, enterprising skills, and physical coordination. These activities will normally be incorporated into other areas of the curriculum.

## Section 3: School Information

**School Address:** ..... Turnberry Avenue,  
Dundee DD2 3TP

**Telephone:** ..... 01382 436500

**Fax:** .....

**Email Address:** ..... ardlr.primary@dundeecity.gov.uk

**Website:** ..... Twitter: @ArdlerPrimary

**Head Teacher:** ..... Miss Louise Reid

**Depute Head Teacher:** .....

**Principal Teacher:** ..... Miss Julie Gibson

**School Status:** ..... Non-Denominational  
Pre School - Primary 7

**School Roll:** ..... 158 plus 30/30 Nursery and  
10/10 2s Nursery

**School Hours:** ..... 9.00am - 3.15pm

**Parent Council Contact Info:** ..... Mary O'Conner

**Parish Priest or Minister:** ..... Rev K Stott

**Parish Address:** ..... Chalmers Ardlr Parish Church  
Turnberry Avenue  
Dundee DD2 3TP

## 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 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.

We welcome parents' views and suggestions and encourage parents to visit the school. However it is advisable to make an appointment. Parents are invited in from time to time during the session to participate in classroom activities during 'open afternoons', which we try to have.

### **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 14 August 2017 - IN SERVICE DAY (Staff resume)  
Tuesday 15 August 2017 - Term starts (pupils resume)  
Friday 6 October 2017 - Term ends

### AUTUMN HOLIDAY

Monday 9 October 2017 - Holiday starts  
Friday 20 October 2017 - Holiday ends

### WINTER TERM

Monday 23 October 2017 - Term starts  
Thursday 16 November 2017 - IN SERVICE DAY  
Friday 17 November 2017 - IN SERVICE DAY  
Friday 22 December 2017 - Term ends

### CHRISTMAS HOLIDAY

Monday 25 December 2017 - Holiday starts  
Friday 5 January 2018 - Holiday ends

### SPRING TERM

Monday 8 January 2018 - All resume  
Thursday 15 February 2018 - IN SERVICE DAY  
Friday 16 - Monday 19 February 2018 - Mid term  
Thursday 29 March 2018  
Friday 30 March 2018 - Term ends

### SPRING HOLIDAY

Monday 2 April 2018 - Holiday starts  
Friday 13 April 2018 - Holiday ends

### SUMMER TERM

Monday 16 April 2018 - Term starts  
Monday 7 May 2018 - May Day (schools closed)  
Friday 25 May 2018 - IN SERVICE DAY  
Monday 28 May 2018 - Victoria Day (schools closed)  
Friday 29 June 2018 - 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.

<b>BOYS</b>	<b>GIRLS</b>
School colours are grey, blue and golden yellow. School Sweatshirt Grey jumper/cardigan White shirt and school tie	School colours are grey, blue and golden yellow. School Sweatshirt Grey jumper/cardigan White shirt and school tie
We actively encourage pupils to wear school uniform as research indicates this improves the ethos and attainment in schools. We feel it is important that each pupil is proud to be part of the school community and that they are part of a team effort. It would be gratefully appreciated if parents would support us in this.  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 parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school. The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms can be made online at:

<https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

## Section 4: School Policies & Practical Information

### School Meals

School lunches cost £2.00 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 in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Application forms can be made online at <https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 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**

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

## Section 4: School Policies & Practical Information

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.

### **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**

In Ardler Primary School we pride ourselves on the high standards of behaviour shown by our school children. Pupils are required to show a proper regard for their own safety and the safety of others. Our school discipline is rooted in our school aims and values and we continually promote positive behaviour through: - our quality teaching and effective class management, pupil-staff relationships which are based on mutual trust and respect and the support of our parents/carers.

## Section 4: School Policies & Practical Information

Several staff have also been trained in restorative approaches to help pupils to explore and discuss the behaviour which occurs in difficult situations. This allows pupils to appreciate how their actions may have affected others, explore their feelings, and repair any harm and hopefully plan ahead to ensure a similar situation is less likely to happen again.

To encourage children to make positive choices as regards their own conduct in the school, we use the 'Traffic Lights' system to recognise and praise appropriate behaviour. We depend on parents checking individual planners to make this fully effective.

### **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/department-publications/Education>

## Section 5: Parental Involvement

At Ardler Primary School, parental involvement is welcomed and recognised as being essential in developing a strong partnership between parents and schools. We communicate regularly through our newsletter and our pupil's newsletter 'Simply Ardler'. Twitter and GLOW provide parents with a 21st Century means of keeping up to date with what is happening in school and with their children's learning. All methods provide an ideal platform to keep parents/carers informed of on-going school events. We also text parents to remind them of any events which are happening in school or nursery.

Throughout the school year we have class assemblies, shared start and open afternoons and parents/carers are invited into the school to see the work their children are doing. We have a number of parents who regularly volunteer to assist in educational excursions but we are always in need of your support.

Our very supportive Parent Council hold regular meetings and organise events throughout the year eg. Christmas Disco and Santa's Postbox. A parents' group have a weekly 'drop in' to help the school in practical ways. This ranges from gardening and helping with the Nursery library to supporting pupils in their learning eg. mental maths.

Research has shown that children do better if their parents are involved in their education. Whatever that sphere of involvement may be it is greatly appreciated and welcomed.

## 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.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

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

<b>Level</b>	<b>Stage</b>
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](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://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](http://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](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 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 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](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://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](mailto: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

Three questions provide a focus for us to improve our school in Session 2015-2016.

### *How well do our children learn and achieve?*

1. Continue to ensure that children's attainment in reading and writing is monitored closely and systematically, at individual, class and whole school levels, to ensure that the new scheme/ /approaches continue to make the anticipated impact.
2. Continue to ensure that in introducing the new schemes, there is a balance across all areas of learning in literacy within Curriculum for Excellence.
3. In order to build on their prior learning and developing skills, continue now with plans to extend the work of the community groups to include more directly, younger children at P1 and the nursery class.
4. Consider capitalising on the invigorated and successful community approach to working in the future towards achieving accreditation through initiatives such as The John Muir Award, Fairtrade, Rights Respecting Schools.

### *How well do we support our children to develop and learn?*

1. Building on the collegiate approach to improving maths and language, continue with plans to review and improve other curriculum areas at a brisker pace, for example through staff working groups.
2. Continue to develop staffs' understanding of the totality of the curriculum by now focusing on developing high quality interdisciplinary learning within classes as well as across the life of the school.

### *How well does the school improve the quality of its work?*

1. Continue to build on the more collegiate approach to professional learning that is now clearly evident to develop all curriculum areas at a brisker pace.
2. Building on successful approaches to moderating standards within the school, staff would benefit from opportunities for moderation at a local level.

## Section 9: Extra Curricular Activities

Thanks to the continuing support of parents, pupils and staff, Active Schools and Sports Development Coaches, the following activities take place in Ardler Primary School, increasingly may are being led by our senior pupils.

- Boys Football
- Girls Football
- Netball
- Homework Club
- Athletics
- Newspaper Club
- Multi Sports
- Heroes Club
- Basic Moves
- Choir
- Cycle Training
- Dance

Community Groups are a recent innovation in our school. School Inspectors from Education Scotland were very impressed how our pupils worked together across ages and stages to improve and contribute to our school community. The Community Groups organise events such as book sales and Eco Days. P7 will also undertake a residential trip to PGL Dalgusie for 4 days of outdoor pursuits.

Ardler Primary School pupils participate in many non-academic events throughout each school session. It is a positive school decision to include pupils in as many competitions/quizzes and events as possible in order to raise the profile of the school and to give pupils opportunities to represent the school and identify with the school community. Pupils also have weekly opportunities to achieve Pupil of the Week, Top Table status, awards for achieving a level of success in something from that school week and Golden Owl awards for acts of kindness.

In recognition that many achievements and important learning takes place out with the classroom, at Ardler Primary School we continuously strive to offer varied experiences to our pupils which focus on celebrating success and achievements. Our 'Achievement Tree' focuses on some of these wider achievements.

## 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>



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