

# School Handbook

*December 2016*

# Camperdown Primary School



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## Section 1: Welcome and Vision

Dear Parents,

Welcome to our school! Camperdown Primary School is a non-denominational school, whose catchment area consists of the Lochee and Charleston communities. The school is part of the shared campus at Buttar's Street and shares the building with St Clement's RC Primary School to form Balgarthno Campus. We have a nursery with 70 morning and 70 afternoon places. The current school roll is 262.

At Camperdown Primary School our vision is to put the Getting it Right for Every Child agenda at the heart of all that we do. We hope to foster aspiration, ambition and a love of learning in all our pupils and to support all children's learning in order that they achieve to their fullest potential and develop skills for learning, life and work. Our school values reflect the core values set out by the Education Department of wisdom, justice, compassion, integrity, tolerance, respect, fairness and equality. Our values are: Honesty, Responsibility, Fairness, Co-operation, Kindness, Tolerance, Respect & Inclusion. We implement these through creating a safe, welcoming, happy, positive and inclusive learning environment, which nurtures all who belong there and enables children to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. We endeavour to provide the highest possible standards of quality teaching and learning and to promote high expectations of discipline and behaviour in partnership with parents and other partners in the community.

Yours sincerely,

Mrs L Mulholland  
Head Teacher

## Section 2: School Ethos

We evaluate all that we do within the school according to the principles of children being safe, healthy, achieving, nurtured, active, respected, responsible and included. Our aims are:

1. To 'get it right' for every child by identifying children's needs, matching learning experiences to needs and ensuring that children are safe, happy, confident and 'ready to learn'
2. To ensure that all needs are met through equality and fairness
3. To provide the highest quality learning and teaching experiences and to improve children's life chances by focusing on core learning and skills development in the key areas of literacy, numeracy and health and wellbeing
4. To work together with all parents, carers and partners in education and in the community to provide maximum support for children and to remove barriers to learning
5. To provide a curriculum based on the seven design principles of Curriculum for Excellence and to ensure that children are involved in the process of planning and assessing their learning in order to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors
6. To ensure the highest standards of pastoral care by establishing an ethos of mutual respect and a supportive climate of trust, honesty, respect, inclusion and co-operation for all members of the school community
7. To develop leadership capacity and to build a whole-school learning community through teamwork, collaboration, co-operation and quality Career Long Professional Development (CLPL) activities which are linked to shared values, vision and aims
8. To continually reflect upon practice and self-evaluate to improve learning and teaching.

## Section 3: School Information

**School Address:** ..... Buttars Street  
Dundee DD2 4PQ

**Telephone:** ..... 01382 436633

**Fax:** .....

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

**Website:** .....

**Head Teacher:** ..... Mrs L Mulholland

**Depute Head Teacher:** ..... Mrs N Weryk

**Principal Teacher:** .....

**School Status:** ..... Non-denominational P1 - P7

**School Roll:** ..... 262

**School Hours:** ..... 9am- 12.15pm 1.15pm-3.15pm

**Parent Council Contact Info:** ..... Mrs K Campbell

**Parish Priest or Minister:** ..... Mr W Strachan

**Parish Address:** ..... Lochee Parish Church  
191 High Street  
Lochee  
Dundee

## 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 8.45am - 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.

### **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>
Red Blazer (optional) Black school trousers Redpullover/RedSweatshirt School tie,white shirt/polo Gym kit shorts/t shirt	Red Blazer (optional) Black school skirt/Pinafore Red cardigan/pullover School tie, White shirt/blous Gym Kit shorts/t shirt
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**

Camperdown Primary School aims to maintain a caring, trusting, well-ordered environment where children are safe and can learn.

The school rules are:-

1. Always try our best
2. Follow instructions from adults in school
3. Take care of all property
4. Use appropriate voices and language
5. Use good manners and always think of others

## Section 4: School Policies & Practical Information

These are based on the 3 r's :-

- Rights
- Respect
- Responsibility

The school takes a restorative approach towards discipline by discussing all misdemeanors with children and encouraging them to reflect on their actions. Our approach to discipline is strongly linked to our school values and our 'Bounce Back' programme.

### **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 Camperdown Primary School we believe that parents and carers are key partners in children's learning. We aim to promote this partnership in order to provide the best learning opportunities for children through providing a clear 'open door' policy, where parents are invited to discuss any concerns with the school through contacting the Head Teacher in the first instance. Individual appointments can be made through the Head Teacher for discussion with class teachers. Partnerships are also developed through informal, day-to-day contact and enquiries are always welcomed through the school office.

Parents and carers are key partners in supporting children's learning through homework and we encourage parents to continually spend time discussing and supporting children in their homework tasks in the key areas of literacy, numeracy and health and well-being, and in research based inter-disciplinary learning tasks. Parents and carers are also encouraged to share any skills, knowledge or expertise they have with the children through visits, talks or activity afternoons with the children, and are always encouraged to help with school trips, clubs and other extra-curricular activities. Parents and carers are encouraged to join the Parent Council to facilitate partnership working with the school and to share any ideas or concerns and to support the school in fundraising activities to support the children's learning experiences.

The School Improvement Plan is shared with parents through the Parent Council. Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others; further information can be accessed at <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.

<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 P3, P5 and P7 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

Dundee City Council operates a system of a three year cycle of school improvement planning.

From 2012-2015 the School Improvement Plan (SIP) focused on a continued need to develop Learning and Teaching Experiences and Health and Wellbeing, including the 'Getting It Right For Every Child' (GIRFEC) agenda which focused on meeting children's needs to raise attainment and improve life chances. The curriculum and school merger were areas of improvement along with self evaluation. The school made good progress in these areas and will continue to focus on some of these as outlined below.

From 2015-18, improving Learning and Teaching will continue be a priority for improvement, with emphasis on planning and assessment, differentiation and on co-operative learning. We have a renewed focus on raising attainment in literacy and numeracy through the Scottish Attainment Challenge and we will continue to develop the Curriculum through the curricular design principles of breadth, depth, coherence, progression, relevance, challenge and enjoyment and personalisation and choice and the four contexts for learning – the curriculum and subject areas, interdisciplinary learning, opportunities for personal achievement and the ethos and life of the school. Self-evaluation is also a continued priority for improvement and we aim to improve in meeting learning needs by further promoting a nurturing environment. We will continue to develop the education and service of Camperdown Nursery Class.

The key priorities and improvement objectives for 2015-2018 therefore centre around the following six projects:

1. Improvements in Performance
2. Learning and Teaching
3. Curriculum Development
4. Improvement through Self Evaluation
5. Meeting Learning and Well-Being Needs
6. Early Education and Childcare

Further details on the School Improvement Plan and the school's achievements are available from the Standards and Quality Report.

## Section 9: Extra Curricular Activities

We work in partnership with our Active Schools Co-Ordinator and clubs rotate on a termly basis.

These include:

### **Monday**

Multi Sports (Lunchtime)  
School Football (After School)

### **Tuesday**

Dance (Lunchtime)  
Judo (Lunchtime)

### **Wednesday**

Girls Football (Lunchtime)  
Netball (Lunchtime)  
Athletics (After School)

### **Thursday**

DFC Football (After School)

### **Friday**

Dance Club (Lunchtime)  
DUFC Football (Afterschool)

## 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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