

Downfield Primary School



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Section 1: Welcome and Vision

A warm welcome from all at Downfield Primary School.

Downfield Primary School takes a pride in developing all aspects of children's learning. We are committed to promoting positive attitudes and providing children with opportunities to 'make a difference'. We look to foster in our children positive attitudes to work, achievement, self-esteem and the wider world whilst supporting the children to develop the skills to be successful learners, confident individuals, effective contributors and responsible citizens. To this end, we build effective partnerships with you and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future, so that they can achieve their full potential and follow their dreams. We want our pupils to be able to do, have and be what they wish and follow their aspirations when they leave school and make a positive difference in whatever path they choose.

We value an ethos which supports all children to develop and improve their skills for life, learning and work within a supportive learning environment. We strive to offer experiences which allow our children to be creative, imaginative and thoughtful, encouraging everyone to give their best effort and treat others with kindness and respect. We expect our pupils to work hard and focus on good learning, while reinforcing the importance of what happens outside the classroom too.

We value your involvement in your child's education and development as a crucial part of our continuing partnership. Please be assured that no concern about your child's learning, care and welfare is too small or unimportant to share with us; don't hesitate to contact us at any time.

We hope that the following pages will give you an insight to our school.

Karen Emmett
Head Teacher

Our Vision



Relationships & Nurture

We look to nurture in our children positive attitudes to learning, achievement, relationships and to support them to develop a growth mindset. We support the children and each other to develop the skills our children need to enable them to live fulfilling lives and to make a positive contribution to our community and the wider world.



Partnerships & Community

To this end, we build effective partnerships with our families and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future.



Opportunities, attributes, skills & dreams

We do this so that our children can maximize their potential, are aware of the opportunities life has to offer. We want our children to have the skills and attributes they need so they can do, have and be what they want in life and follow their dreams.

Section 2: School Ethos

Vision

- We look to nurture in our children **positive attitudes to learning, achievement, relationships** and to support them to develop a **growth mindset**.
- We support the children and each other to develop the **skills** our children need to enable them to live fulfilling lives and to make a **positive contribution** to our community and the wider world.
- To this end we build effective **partnerships** with our **families** and the wider **community** so that together we can share the important task of preparing our children for the opportunities and challenges of the future.
- We do this so that our children can maximise their potential, are aware of the **opportunities** life has to offer. We want our children to have the skills and attributes they need **so they can do, have and be what they want in life and follow their dreams**.

Values: The Downfield Promise

Partnership

Respect for all

Opportunities

Mindset

Inclusive

Safe and nurturing

Enjoying learning - we can all be successful learners



Section 2: School Ethos

Downfield Primary School is a values-based learning community where we take a pride in developing all aspects of children's learning. We do not wish to focus only on academic achievement but also recognise and celebrate all aspects of our children's development and success. We have a wide range of school improvement pupil groups in our school where pupils plan collaboratively with staff to take decisions on learning and the life of our school and put creative learning and pupil voice at the heart of what we do.

Aims

We as a school community will make a promise to each other to support each other to help and nurture our children to be the best they can be, make good choices and develop the skills they need to do well as they make their way in the world.

Section 3: School Information

School Address:	Haldane Crescent, Dundee DD3 0JP
Telephone:	01382 307800
Email Address:	downfieldprimary@ dundeeschools.scot
Website:	downfield.ea.dundee.city.sch.uk
Head Teacher:	Mrs Karen Emmett
Depute Head Teacher:	Mrs Fiona Ballie-Ferris
Principal Teacher:	Mrs Joanne Hampson (Acting)
Safeguarding lead/ Young Carers:	Mr Stuart Johnston
School Status:	Non denominational P1-7 No provision for Gaelic Language Education
School Roll:	330 pupils
School Hours:	9.00am - 3.15pm
Parent Council Chair:	Chair: Donna Butchart pcdownfield@dundee.npfs.org.uk
Parish Priest or Minister:	Rev Nathan McConnell
Parish Address:	Downfield Mains Church Haldane Crescent Dundee DD3 0JP

Section 3: School Information

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.

It is also possible to contact your child's teacher through Seesaw but this method should not be used for reporting absence.

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 18 August 2025 - Staff resume

Tuesday 19 August 2025 - Pupils resume

Friday 3 October 2025 - Term ends

AUTUMN HOLIDAY

Monday 6 October 2025 - Holiday starts

Friday 17 October 2025 - Holiday ends

WINTER TERM

Monday 20 October 2025 - Term starts

Thursday 13 November 2025 - In service day, schools closed

Friday 14 November 2025 - In service day

Tuesday 23 December 2025 - Term ends

CHRISTMAS HOLIDAY

Wednesday 24 December 2025 - Holiday starts

Tuesday 6 January 2026 - Holiday ends

SPRING TERM

Wednesday 7 January 2026 - All resume

Friday 13 - Monday 16 February 2026 - Mid term, all break

Tuesday 17 February 2026 - In service day, schools closed

Thursday 2 April 2026 - Term ends

SPRING HOLIDAY

Friday 3 April 2026 (Good Friday) - Holiday starts

Friday 17 April 2026 - Holiday ends

SUMMER TERM

Monday 20 April 2026 - All resume

Monday 4 May 2026 - May Day, schools closed

Friday 22 May 2026 - In Service Day, schools closed

Monday 25 May 2026 - Victoria Day, schools closed

Friday 3 July 2026 - 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.

Our school uniform includes

- White shirt/blouse
- School tie
- White/purple polo shirt with badge
- Dark trousers
- Purple sweatshirt/cardigan with badge
- Purple v-neck sweater with badge
- Purple/blue gingham dress in summer
- School coat/fleece is also offered.

These items are available from Border Embroideries online or from the Border Embroideries school wear shop, Commercial Street, Dundee. Following consultation with our parents and pupils we are adding a school purple hoodie with our school badge this year.

Children must wear school uniform on days they do not have PE. On PE days pupils should wear a school sweatshirt or hoodie and sportswear.

Please note that football strips are not to be worn.

All items of clothing should be labelled. This assists greatly in recovering lost property.

Section 4: School Policies & Practical Information

School Clothing Grants

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

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

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

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

School Meals

School lunches are provided by Tayside Contracts and cost £2.15 per day but are free for all children in P1-P5.

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.

Section 4: School Policies & Practical Information

Free School Meals

Free school meals are available to all pupils in primary 1 – 5 and 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 £7,330.

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

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 link, 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. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

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

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

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

Enrolment & Placing Requests

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

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you need to complete a placing request form. To do this, you should apply online, on the Dundee City Council website - go to **Schools & Learning** then **Enrolments and Placing Requests** and select **In Year Change of School**. 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 working days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name online on the DCC Website - again, go to **Schools & Learning** then **Enrolments and Placing Requests** then select **P1 Enrolments into Catchment School** between December and the February of the year the child starts school.

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 online on the DCC Website - again, go to **Schools & Learning** then **P1 or S1 Placing Requests**. Placing Requests are dealt with in date order and the process should be concluded by the end of April.

Section 4: School Policies & Practical Information

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. Absences can also be reported using the Parents Portal. More information on this can be found here:

[Parents Portal | Dundee City Council](#)

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 a member of school staff will arrange to visit you and your child at home.

Mrs Hampson, Principal Teacher (Acting) and Mrs Emmett (Head Teacher) check pupil attendance weekly. Any attendance patterns giving cause for concern will result in the following measures being considered:

- telephone call offered
- opportunity to attend nurture breakfast club
- green week goals
- Seesaw message (P1-3)
- Return to school focus (P4-7)

If no improvement is seen then a Team Around the Child meeting may be arranged, with the possibility of a referral to an Attendance Hearing. Please see below link for Dundee City Council's

[Promoting Presence Policy.](#)



EVERY DAY COUNTS

Why is attendance important to my child's education?



Did you know?

90%

of young people with attendance **BELOW**

85%

fail to get good grades.

MISSING **1** DAY A WEEK



LOSING **ONE YEAR** OF SCHOOL LIFE.

Good attendance means:

Being in school at least **97%** of the time, that's at least **184** days a year.

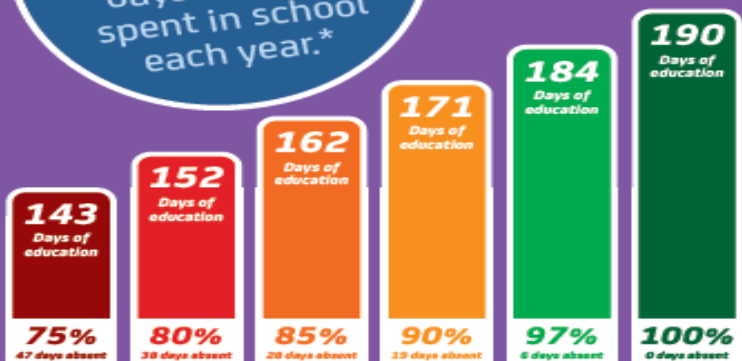
Target **97%+**



175

days are **NOT** spent in school each year.*

* Plenty of time for shopping, holidays & appointments.



SERIOUSLY WORRIED

Very poor attendance has a serious impact & reduces life chances.

VERY CONCERNED

Poor attendance gives less chance of success.

WELL DONE

Good attendance gives the best chance of success.

Section 4: School Policies & Practical Information

The following points are included in Dundee City Council'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, use the Parents Portal or send an email 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 Government 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.

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 for an essential appointment please inform us **before 12 noon**. They must be collected by a parent/carer at the main reception. In the interests 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, following the school rules of be safe, be kind and respectful, be ready.

It is important that children are made aware that a school, like society, must have rules that are designed to guide and protect them.

A high standard of behaviour and courtesy will be expected from all pupils. Should your child's behaviour or attitude cause us concern we will seek parental support and co-operation. By supporting the school, you can help to guide your child in making good choices and resolve issues quickly.

Section 4: School Policies & Practical Information

Promoting Positive Behaviour

To ensure the safety of all pupils and to provide the best possible conditions for learning, certain standards must be set.

These rules are well known by all our pupils, staff and visitors

1. Be safe
2. Be kind and respectful
3. Be ready

We foster a positive approach to supporting children to behave well and be kind to each other and to staff. Our approaches include:

When these expectations are not met we have systematic responses, as detailed in the following Downfield Primary Behaviour School Blueprint. We will contact parents quickly regarding any behaviour concerns.

Section 4: School Policies & Practical Information



Behaviour Blueprint

3 Rules

1. **Be Ready**
2. **Be Kind and Respectful**
3. **Be Safe**

Consistencies

1. **Daily Meet and Greet**
2. **Kind Words** -no shouting, good manners
3. **Respectful Actions** - holding doors, good listening, caring for our learning environment

Relentless Routines

1. **Fantastic Walking** - in lines, left side, quietly
2. **There, Ready and on time** - Line up when bell goes, classes collected quickly
3. **First attention to those doing the right thing**

Recognition

1. **Yellow Letters**
2. **Recognition Boards**
3. **Star of the Week/ Hot Choc Friday**
4. **Happy Heart Chart**
5. **Phone call Home**
6. **Seesaw Messages**
7. **Golden Listener**
8. **House Points (max 5)**

Scripts and Mantras

1. **Fly by...**
2. **I've noticed you are....**
3. **It's rule that you've broken...**
4. **Do you remember last week when you (add positive memory)?**
5. **That is who I need to see now.**
6. **Thanks for listening**

Stepped Boundaries

1. **Reminder of Expectations** - Ready, respectful, safe
2. **Private Caution** - think carefully, make a good choice
3. **Final Opportunity** - 30 second script, good choice
4. **Time Out** - think/move/other class
5. **Letters** - Pink/Blue/Call home if necessary
6. **Repair/Fix**

Restorative Questions

1. **What happened?**
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?**
5. **Who has been affected?**
6. **How have they been affected?**
7. **What should we do to put things right?**
8. **How can we do things differently in the future?**

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 School Leadership Team 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 Children and Families Service.

Dundee City Council complaints procedure can be found at the following link:

[Complaints to the Council | Dundee City Council](#)

Section 5: Parental Involvement

The Downfield Promise displayed below details that P stands for Partnership. At Downfield Primary School we believe that your child will gain the most from their education when school and home work together as partners. There are a number of ways you can be involved in your child's education and in the life of the school. These range from working with your child on their home learning tasks and attending Open Classroom and Shared Start events to assisting on school trips. Please note that in order to be a school trip helper you must obtain a PVG check. This can be processed via the school office. Please get in touch if you are able to do this. Dundee City Council will ensure there is no cost to parents for PVG checks.

Downfield Primary School also has an active Parent Partnership who work collaboratively with the school to create a welcoming environment; promote links between school, parents and the community; develop and engage in activities which support the education of children and to identify and represent the views of parents.

Downfield Parent Partnership can be contacted by email at pcdownfield@dundee.npfs.org.uk



The poster features a purple and white color scheme. On the left, a purple curved banner contains the text 'The Downfield Promise' in large purple letters, followed by a list of seven values: Partnership, Respect for all, Opportunities, Mindset, Inclusive, Safe and nurturing, and Enjoying learning - we can all be successful learners. On the right, there is a collage of photos showing children and adults interacting in a classroom setting. In the top right corner, the Downfield Primary School crest is displayed, which includes a shield with a sun, a book, and a tree, with the text 'Downfield Primary School' around it.

The Downfield Promise

Partnership
Respect for all
Opportunities
Mindset
Inclusive
Safe and nurturing
Enjoying learning - we can all be successful learners



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 such as i.e. sexual health and relationships education LGBTi or drugs and alcohol awareness. These are covered in an age appropriate manner. 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 or our Leadership Team 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. Assessment tasks are planned and built into day-to-day learning activities.

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

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

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

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, assemblies, sharing the learning events 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

Section 6: The Curriculum

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>

Transition to Primary 1

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

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

Transfer to secondary school

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

Section 7: Support for Pupils

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

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

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

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

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

Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the [Dundee City Council website](#).

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.

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

Section 7: Support for Pupils

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

Our school improvement report, available from the school website, gives a full account of our progress with last year's school improvement priorities. Through our ongoing self-evaluation, and in discussion with learners, parents, partners and staff, our school improvement priorities for this session are:

Presence – Improving pupil attendance – our stretch aim is 92%

Progress – Improving writing teaching and learning (we are participating in the National Improving Writing Programme).

Participation – To maximise opportunities for learners through development of our Curriculum Rationale

At Downfield Primary School, reporting on and sharing progress is an ongoing process. Our approaches are aimed at providing learners and parents with clear information on strengths in learning, areas for development and specifically what needs to be done to continue to progress, improve and achieve.

We believe that reporting can happen in many different ways. It is important to recognise that our reporting approaches complement each other, and combined help form a bigger picture about your child's learning and progress in school. We prefer to focus on the quality and frequency of learning feedback, rather than an over-reliance on traditional and lengthy paper-based approaches. We plan opportunities for reporting that are regular, meaningful, purposeful and ongoing throughout the school year.

We offer parents this information in the following ways...

- Seesaw
- Email
- Phone calls
- Yellow letters
- Written Summative Reports
- Parent contact evenings
- Information evenings and parent events
- Sharing the Learning Events
- Concerts/Shows
- Celebrating Success/Prize Giving Ceremony
- Videos from School
- Profiling Meetings with parents
- TATC meetings
- Sharing IEP
- Learning Conversations
- Class Assemblies

Section 9: Extra Curricular Activities

We are delighted to offer our pupils a range of wider achievement opportunities outwith the normal school day - before school begins, during lunchtimes or after school. The kind of experiences we offer include:

- Football
- Little Book Club
- Improving Attendance Breakfasts
- Dance
- Scripture Union
- Cross Country Running
- Maker Space
- Bikeability

This list is not exhaustive and changes regularly according to pupil requests and offers of support. Mr Johnston keeps an up to date 'Clubs' display board in our dining hall, to keep pupils informed of what is on offer.

At Downfield Primary School we are proud that children want to lead their own clubs, and we foster this through supporting our pupils to develop leadership and coaching skills. Staff support the children and are responsible for overseeing each session.

We do not do all this alone – and we give huge thanks to a range of staff volunteers, local partners and organisations who help offer these opportunities to our children and families. These include Active Schools, Baldragon Academy, local sports groups, National Literacy Trust, Downfield Mains Church, Place 2 Be.

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

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

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

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

You can access the updated notices at the following links:

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



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