

School Handbook

December 2020

Clepington Primary School



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Section 1: Welcome and Vision

Dear Parents,

Welcome to Clepington Primary School

Our school prides itself on high standards of achievement within a warm and welcoming environment.

We hope that our school handbook is helpful in informing you about the many aspects of our school; school timings, policies and practices, as well as many of the procedures operated by the school and Dundee City Council.

We look forward to working with you as parents/carers and recognise the important role you play in supporting your child's education. We believe that the partnership between home and school will ensure that your child benefits from a high quality educational experience at Clepington.

If you have any queries at any time or would like to visit the school prior to your child enrolling, please contact Depute Head Teacher, Miss Thoms, our Principal Teachers, Mrs Bownlee and Mrs Knox, or myself and we will be happy to answer any questions or show you around the school.

Yours sincerely

Paula Cheghall
Head Teacher

Section 2: School Ethos

Vision

We have high expectations for all of our children and we aim to ensure that our environment is inclusive and meets the needs of all of our learners in order that they reach their full potential.

Believe you can achieve

Values

At Clepington we believe in showing that we care with an emphasis on:

Challenge
Aspire/ambition
Responsibility
Equality

We aspire for our children to aim high and achieve success

At Clepington we feel that wider achievement is as important as the academic achievements and helps to develop the whole child.

Throughout the year, children who achieve out with school, are encouraged to discuss their achievements in school with their class teacher and through their Learning Journal. Their achievements are also recognised at assemblies and on our Achievement Tree in the school reception area.

Pupil Voice

At Clepington we have a very active Senior Pupil group. The senior pupils lead our School Improvement Groups making use of the document How Good is OUR School. They meet regularly with their respective staff reps to ensure the school runs smoothly and strives to be the best it can. Many children also bring forward and lead their own initiatives to ensure the school continues to improve.

Section 3: School Information

School Address: Clepington Primary School,
Eliza Street, Dundee, DD4 6TQ

Telephone: 01382 438846

Email Address: clepington.primary@dundeecity.gov.uk

Website: <http://clepingtonprimary.ea.dundeecity.sch.uk>

Head Teacher: Mrs Paula Cheghall

Depute Head Teacher: Miss Jacqueline Thoms
Miss Louise Riggs

Principal Teacher P1-P7: Mrs Shona Brownlee

**Supporting Learners
Principal Teacher:** Mrs Rebecca Knox

School Status: Non-Denonimational School,
Primary 1-7

School Roll: 442

School Hours: 9.00am - 3.15pm

Parent Council Chair: Mr Daniel Courtney

Parish Priest or Minister: Reverend William McLaren

Parish Address: Stobswell Church

Section 3: School Information

Enrolments

In accordance with the Admissions Policy of Dundee City Council, all children who will attain the age of 5 years on or before the start of the new session in August should begin then. Children who will attain the age of 5 years after that date, but on or before the last date in February of the following year, may be enrolled for the new session.

Parents of children residing in the catchment area of Clepington Primary School wishing to enrol their children as entrants to the Primary 1 class should contact the school before the end of January. Further information about enrolments will appear in the local press.

Structure of the School Day:

Morning session: 9.00am - 10.30am

Morning interval: 10.30am - 10.45am

Lunch break: 12.15pm - 1.15pm

Afternoon session: 1.15pm - 3.15pm

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 - 3.45pm.

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.

At Clepington we communicate with parents in a variety of ways. A monthly newsletter ensures you are kept up to date with school events and dates, a weekly 'what's on' is displayed on Twitter and letters also communicate information. Learning Journals and homework jotters can also be used by parents to communicate with the school. Follow us on Twitter @Clepington_PS.

Section 3: School Information

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.

Partnership Working

Children's and young people's learning across the curriculum benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists, business links, Showcase The Street, sports coaches and other partners.

Community Partnerships

Cleington also has a strong partnership with the local community and Stobswell Church.

At Cleington we have many social events ranging from assemblies, drop in sessions, curriculum evenings and open events. We have close links with Sheltered Housing complexes and the children take part in carol services at Christmas time. The children also visit the library and we invite visitors from local businesses into school when appropriate. The school also supports many charity events throughout the year taking part in sponsored events and other class and school activities. The children also work well with their cluster schools, Morgan Academy, Glebelands Primary, Rosebank Primary and Dens Road Primary, taking part in joint choirs, transition activities and other events.

Section 3: School Information

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

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

Tuesday 17 August 2021 - Term starts (Pupils resume)

Friday 8 October 2021 - Term ends

AUTUMN HOLIDAY

Monday 11 October 2021 - Holiday starts

Friday 22 October 2021 - Holiday ends

WINTER TERM

Monday 25 October 2021 - Term starts

Thursday 11 November 2021 - IN SERVICE DAY

Friday 12 November 2021 - IN SERVICE DAY

Wednesday 22 December 2021 - Term ends

CHRISTMAS HOLIDAY

Thursday 23 December 2021 - Holiday starts

Wednesday 5 January 2022 - Holiday ends

SPRING TERM

Thursday 6 January 2022 - All resume

Friday 11 - Monday 14 February 2022 - Mid term

Tuesday 15 February 2022 - IN SERVICE DAY

Friday 1 April 2022 - Term ends

SPRING HOLIDAY

Monday 4 April 2022 - Holiday starts

Friday 15 April 2022 - Holiday ends

SUMMER TERM

Monday 18 April 2022 - Term starts

Monday 2 May 2022 - May Day (schools closed)

Thursday 5 May 2022

Monday 30 May 2022 - Victoria Day (schools closed)

Thursday 30 July 2022 - Term ends

Section 4: School Policies & Practical Information

School Uniform

At Clepington Primary School, parents support the wearing of school uniform and all pupils are encouraged to wear uniform which is smart, comfortable and practical. It is very helpful if all items of clothing are named. Some items may be ordered from the School office, online and via Tesco online schoolwear.

The basic school uniform consists of:

- White shirt or blouse
- Blue gingham dresses may be worn in summer
- **Navy or grey trousers**
- School blazer
- **Navy or grey skirt**
- School fleece/coat
- White polo shirt
- **Navy sweatshirt or navy jumper/cardigan**
- School tie

The wearing of trainers is discouraged as is the wearing of hooded jumpers.

Gym kit comprises of shorts, t-shirt and gym shoes.

School Clothing Grants

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

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

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

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

Section 4: School Policies & Practical Information

School Meals

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

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

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

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

Free School Meals

Free School Meals Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £7,330 (as assessed by HMRC).

Applications forms can be submitted online:

www.dundeeccity.gov.uk/eduforms

Instrumental Tuition

At Clepington strings, brass and woodwind tuition is offered from Primary 5 onwards. Tuition fees are currently free and the instrument hire is £83.00 which can be paid in two or ten instalments. However, if this is a financial issue please contact Paula Cheghall to discuss possible grant funding for to offset any costs.

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.

Wet weather arrangements

During wet weather at break time and lunch-time all children will be able to remain inside the school supervised by staff. Children returning during a wet lunchtime should enter via the main door.

If it is raining, Primary 1 – Primary 3 pupils may enter the main door from 8.50am and wait in the infant hall. Primary 4 – Primary 7 pupils should enter the school via the dining hall door and wait in the gym hall until 9.00am for their teacher. Please be aware that children are not supervised at these times, therefore you may prefer your child to come to school for 9.00am and enter via the main door.

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

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

Enrolment & Placing Requests

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

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

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

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

Section 4: School Policies & Practical Information

School Absence procedures

If your child is to be absent from school parents/carers must inform the school by 9.30am on the first morning of absence. If we do not receive a reason for absence we will send a text in order to find out the reason. The school monitors the absence and lateness of all children.

Medications/Illness at School

It is very important that you tell us if your child suffers from any medical condition, so that we are not faced with an emergency unnecessarily. If your child is taking medicine, you must complete the necessary forms, which are available from the school office. All medical information is treated with strict confidence.

If medication is required to be administered at school, a parent/ carer must bring the medication to school and sign it into school.

If your child has to leave the school during the day for a medical or dental appointment, please send us a note or the appointment card. All children must be collected from the school by the parent or other responsible adult. **Children will not be released under any other circumstances.**

Medical Emergencies

In an emergency, it may be necessary for us to contact a responsible person quickly, and so each session we ask you to give us up to date details of working addresses and emergency contacts. Please tell us of any changes during the course of a session.

In school, trained first aid staff may give first aid. If your child takes ill or has an accident we will contact you.

Section 4: School Policies & Practical Information

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
4. Pupils are not permitted to leave the playground to go to the local shops, unless a written request is given to the class teacher.

Support staff provide a caring presence for the children in and around the playground, at interval and lunchtimes.

Promoting Positive Behaviour

At Clepington we promote positive behaviour within a relaxed purposeful atmosphere to ensure that effective learning and teaching can take place. We aim to ensure that all children feel secure and learn without hindrance for the benefit of all pupils.

Parents play an important part in the discipline of the school also. When home and school work together this benefits the child greatly. If behaviour continues to be disruptive and improvement is likely to take time, parents are asked to contact the school regularly.

Our School Rules:

- Be ready
- Be respectful
- Be safe

Section 4: School Policies & Practical Information

School Concerns and Complaints Procedures

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

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

Our procedures are in line with Dundee City Council guidance.

Section 5: Parental Involvement

Parental involvement is essential to ensure that we develop the whole child at Clepington Primary School. We value the importance of fostering good relationships with parents.

Our aims relating to parental partnership are:

- To promote an open door policy where parents are encouraged to play an active part in school life
- To provide opportunities for parents to keep abreast of educational initiatives
- To make provision for effective communication with regard to all aspects of school life

At Clepington we involve parents and family members weekly in the life of the school through our Shared Start programme.

To ensure opportunities are available for parents to take part in decision making Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others - www.scotland.gov.uk/Publications/2006/09/08094112/0

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

Clepington Parent Partnership

Clepington Primary School has a very strong link with the Clepington Parent Partnership. The group is set up as a partnership of parents and school staff.

Section 5: Parental Involvement

The main function of the group fall into the following areas:

- supporting the school in its work with pupils.
- representing the views of parents
- promoting contact between the school, parents, pupils and the wider community.
- raising funds for various projects.

Should you wish to contact the Parent Partnership please address correspondence to Mr Daniel Courtney, Chair of Clepington Parent Partnership, c/o Clepington School.

Meetings are advertised via leaflets and the school newsletter. All parents are welcome to come along to any of the meetings.

Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

Communication procedures

At Clepington we communicate with parents in a variety of ways. A monthly newsletter ensures you are kept up to date with school events and dates, a weekly 'what's on' is displayed on Twitter and letters also communicate information. Learning Logs and homework jotters can also be used by parents to communicate with school.

Follow us on Twitter at @Clepington_PS.

Section 6: The Curriculum

Curriculum for Excellence 3-18

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

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

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

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

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

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

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

Section 6: The Curriculum

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

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

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

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

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

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

Further curricular information can be found at:

www.curriculumforexcellencescotland.gov.uk

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

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

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

www.scotland.gov.uk/gettingitright

Religious Observance

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

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

Sensitive Issues

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

Section 6: The Curriculum

Learning and Teaching at Clepington

At Clepington Primary School the children will be taught using a range of teaching methods. The children will be taught individually, in groups or as a class. The children may be taught directly by the teacher, be involved in active learning tasks and cooperative group tasks.

Many factors contribute to the children achieving highly at Clepington. The school has a rigorous process to ensure improvements in the performance of all children. Termly, staff discuss attainment with the Senior Management Team and their stage partners to determine next steps in learning.

Staff review the pace and challenge of the learning and review the progress and attainment of the children in order to determine next steps.

Staff use a wide range of assessment procedures to ensure learning and teaching developments are maintained. Professional judgements are based on Curriculum for Excellence experiences and outcomes. Staff discuss children's achievements with colleagues to benchmark and moderate their findings and cross mark. Cluster moderation activities have been established to agree standards across the cluster schools of Glebelands, Rosebank, Dens Road and Clepington.

A Primary 7 profile is also written to clearly share learning and achievements of the individual. The profile is shared with parents and their high school. The variety of assessments allows teachers to gain valuable information relating to progress and improvements in performance in order to focus support where required, plan next steps and establish improvements. Staff maintain records of work for each child and assessments are clear, focused and planned for, to be shared with the child, parents and school staff to ensure progression.

Assessment

We assess your child's progress in a number of ways. Teachers monitor each child's work and progress continuously, judging each piece, as it is completed and building up a picture over a period of

Section 6: The Curriculum

time. This assessment covers the whole curriculum and the child's attitude to work and school.

Baseline assessment has also been introduced so that individual pupil progress can be tracked throughout a child's school career. Primary 1, Primary 4 and Primary 7 pupils take part in Scottish National Standardised Assessments to help inform teacher judgements.

At intervals, assessments may be given to individuals or groups when they have completed a piece of work.

Reporting to parents

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

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

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

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

Information on recognising achievement, reporting and profiling –

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

Transition to Primary 1

At Clepington all transition arrangements for nursery pupils are organised by Mrs Brownlee and Mrs Knox, Principal Teachers. They will oversee the enrolment process, parent evening organisation and pupil visits. Mrs Knox, Principal Teacher, will also oversee the arrangements for pupils who have attained a placement within

Section 6: The Curriculum

Clelington Primary Enhanced Support Area (Discovery Zone).

All Primary 1 entrants will not start at the same time on the first day of school. The times will be staggered to allow small groups to settle more easily. During the preceding summer term, the children and parents will be invited to the school to meet the teachers and each other. A Parents' Information afternoon/evening will also be held in the summer term.

Transfer to secondary school

When your child is due to leave Clelington Primary School at the end of Primary 7, he/she will be allocated a place in Morgan Academy (Tel.30700). 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 at Clelington work closely with Morgan Academy and provide a range of transitional activities throughout Primary 7. These include Primary School visits from Morgan's Guidance Staff and pupils, taster lessons – where children are invited to Morgan and are taught by secondary teachers in a number of subjects and also a 2 day visit to Morgan Academy where pupils follow a secondary school timetable. Around this time, Morgan Staff meet with the Primary 7 teachers to discuss the needs of the children.

Cluster Group

This represents all of the schools and nurseries associated with the Secondary School. Our Cluster group consists of:

Morgan Academy	Wallacetown Nursery
Clelington primary	Frances Wright Nursery
Dens Road Primary	Rosebank Primary
Glebelands Primary	

The Head Teachers of these schools meet regularly to discuss issues common to all of the schools and to develop shared approaches to ensure educational continuity for all of the children.

Section 6: The Curriculum

Transfer to secondary school

When your child is due to leave Clepington Primary School at the end of Primary 7, he/she will be allocated a place in Morgan Academy (Tel.30700). The Head Teacher is Mrs H Gray. 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 at Clepington work closely with Morgan Academy and provide a range of transitional activities throughout Primary 7. These include Primary School visits from Morgan's Guidance Staff and pupils, taster lessons – where children are invited to Morgan and are taught by secondary teachers in a number of subjects and also a 2 day visit to Morgan Academy where pupils follow a secondary school timetable. Around this time, Morgan Staff meet with the Primary 7 teachers to discuss the needs of the children.

Section 7: Support for Pupils

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

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

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

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

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

Section 7: Support for Pupils

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

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

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

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

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

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

Section 7: Support for Pupils

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

Enquire - The Scottish Advice Service for Additional Support for Learning

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

a telephone helpline - 0845 123 2303

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

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

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

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

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

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

Section 7: Support for Pupils

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

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

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

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

Section 8: School Improvement

We strive to make improvements that have an impact on the learning and teaching of the children. Our main achievements over the past year have included the following :

Improvements in performance

- Develop robust approaches for tracking and monitoring attainment
- Continue to raise attainment in Literacy and Numeracy
- Develop school ethos and embed rules and routines into practice

Learning and Teaching

- Ensure consistent and engaging approaches to learning and teaching

Curriculum development

- Ensure coherent delivery of 4 contexts of learning - planning across core areas of maths, language and health and wellbeing, planning for other curricular areas, learning through a context and wider achievement
- Develop planning to ensure progression of learning

Meeting Learning and Wellbeing Needs

- Develop confidence and responsibility of all staff to meet the universal and targeted learning and wellbeing needs of our learners

Improvements through self evaluation

- Develop leadership capacity at all levels
- Review self evaluation process and ensure increased expectations are a key focus

Section 8: School Improvement

How has the school improved standards in Literacy and Numeracy?

Many factors contribute to the children achieving highly. The school has a rigorous process to ensure improvements in the performance of all children. Termly, staff discuss attainment with the Senior Management Team and their stage partners to determine next steps in learning.

Staff review the pace and challenge of the learning and review the progress and attainment of the children in order to determine next steps.

Attainment Data 2019 - 2020 (percentages)

	Reading	Writing	Talking & Listening	Numeracy
Primary 1 (CFE Early Level)	72%	69%	84%	83%
Primary 4 (CFE 1st Level)	85%	73%	85%	80%
Primary 7 (CFE 2nd Level)	92%	84%	93%	95%

Attendance Data 2018 - 2019

Attendance description	Roll (Census)		Authorised absence		Unauthorised absence		Attendance	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Whole School	245	241	4.6%	4.3%	2.4%	2.3%	93%	93.4%

Exclusions Data 2018 - 2019

Exclusions	Roll (Census)	No. of pupils excluded	No. of exclusions	No. of half-day exclusions	Average length of exclusion
Boys	245	1	1	6	6
Girls	241	1		6	6

Section 8: School Improvement

School and Authority policies

Further information relating to school or Dundee City Council policies can be found on Dundee City Council website.

There are also relevant web pages listed throughout the handbook.

Children (Scotland) Act 1995 –

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

Section 9: Extra Curricular Activities

Many of the children have access to many extra curricular activities at Clepington Primary School. We currently have Football, Netball, Athletics, Embroidery, Crafty Kids, Ju Jitsu, Funky Feet Dance Club, Scottish Country Dancing and Tennis.

During the school year all classes take part in educational outings linked to topic work. If your child's class is to be out of school you will be informed by letter and your permission will be sought.

Events such as discos, ceilidhs and concerts are held at different times of the year.

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