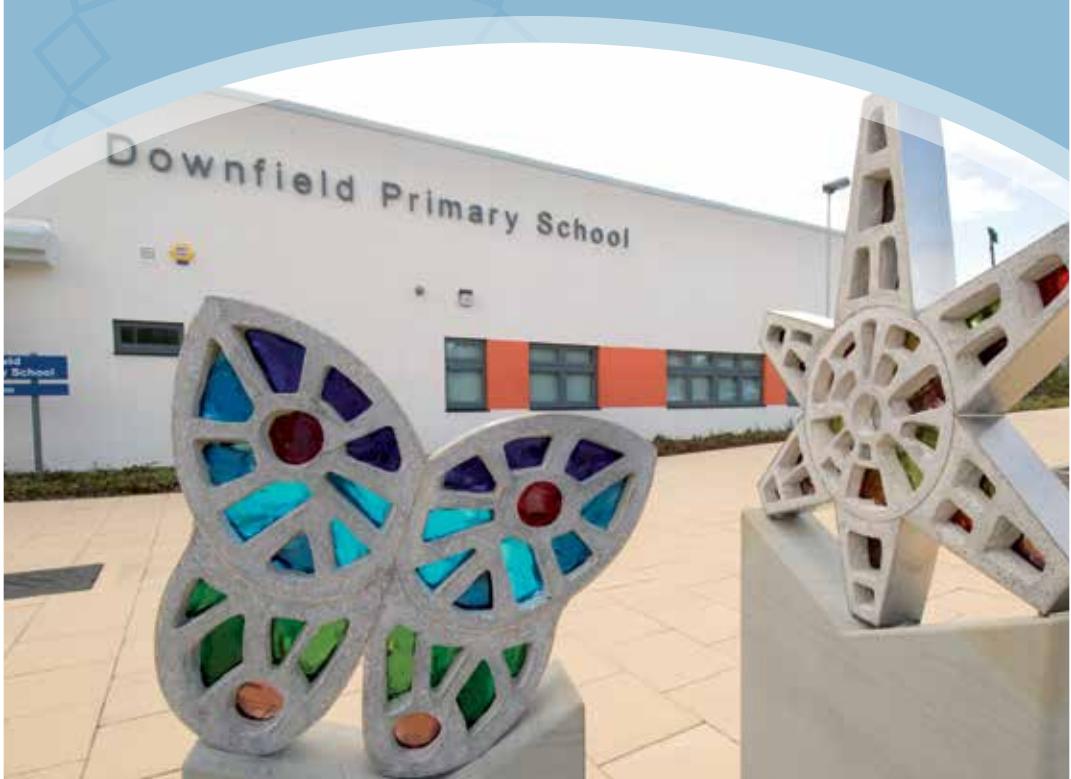


School Handbook

December 2017

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
Headteacher

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

- Partnership
- Respect for all
- Opportunities
- Mindset
- Inclusive
- Safe and nurturing
- Education - we are all excellent learners

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
Fax:	01382 307799
Email Address:	downfield.primary@dundeeicity.gov.uk
Website:	http://downfield.ea.dundeecity.sch.uk
Head Teacher:	Mrs Karen Emmett
Depute Head Teacher:	Miss Fiona Ballie
Principal Teacher:	Mrs Laura Clark Mr Stuart Johnston (Acting) Miss Carla Da Silva (Acting)
Early Years Centre Manager:	Mrs Jill Millington
School Status:	Non denominational
School Roll:	400
School Hours:	9.00am - 3.15pm
Parent Council Chair:	Mr John Anderson-McGuinness
Parish Priest or Minister:	Rev Nathan McConnell
Parish Address:	Downfield Mains Church Haldane Crescent Dundee DD3 0JP

Section 3: School Information

For the first three weeks in the first term (August – early September), Primary 1 will be dismissed at 12.15pm.

Office Hours

The school office is open from 8.30am.

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 13 August 2018 - IN SERVICE DAY (Staff resume)
Tuesday 14 August 2018 - Term starts (Pupils resume)
Friday 5 October 2018 - Term ends

AUTUMN HOLIDAY

Monday 8 October 2018 - Holiday starts
Friday 19 October 2018 - Holiday ends

WINTER TERM

Monday 22 October 2018 - Term starts
Thursday 15 November 2018 - IN SERVICE DAY
Friday 16 November 2018 - IN SERVICE DAY
Friday 21 December 2018 - Term ends

CHRISTMAS HOLIDAY

Monday 24 December 2018 - Holiday starts
Friday 4 January 2019 - Holiday ends

SPRING TERM

Monday 7 January 2019 - All resume
Friday 15 - Monday 18 February 2019 - Mid term
Tuesday 19 February 2019 - IN SERVICE DAY
Friday 29 March 2019 - Term ends

SPRING HOLIDAY

Monday 1 April 2019 - Holiday starts
Friday 12 April 2019 - Holiday ends

SUMMER TERM

Monday 15 April 2019 - Term starts
Monday 6 May 2019 - May Day (schools closed)
Thursday 23 May 2019 - IN SERVICE DAY
Monday 27 May 2019 - Victoria Day (schools closed)
Friday 28 June 2019 - 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.

School Uniform

White shirt/blouse

School Tie

White polo shirt with school badge

Purple sweatshirt/cardigan with school badge

Dark trousers/skirt (black or blue)

Dark shorts, gym shoes and white t-shirt for gym

Please note that football strips are not to be worn.

All items of clothing should be labelled with your child's name.
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.

Applications can be made online at:

<http://www.dundeecity.gov.uk/content/apply-free-school-meals-or-clothing-grants> or forms 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.

Applications can be made online at [http://www.dundee.city.gov.uk/
content/apply-free-schools-meals-or-clothing-grants](http://www.dundee.city.gov.uk/content/apply-free-schools-meals-or-clothing-grants) or forms are available from the school office or from Dundee House.

Qualifying income for Free School Meals

[http://www.gov.scot/Topics/Education/Schools/HLivi/school-
meals/FreeSchoolMeals](http://www.gov.scot/Topics/Education/Schools/HLivi/school-meals/FreeSchoolMeals)

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

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the

Section 4: School Policies & Practical Information

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

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

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

Parents of children other than Primary 1 beginners may make an appointment to see the Head Teacher regarding enrolment procedures, however all placing requests must be made to the Education Department. Customer Services, 50 North Lindsay Street, Dundee.

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

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence a Family Development Worker will arrange to visit you and your child at home.

The following points are included in the Education Authority's Attendance Initiative:

Section 4: School Policies & Practical Information

- 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

The school aims to foster self-discipline and to promote positive work habits in the children at Downfield Primary. A relaxed, but purposeful atmosphere is necessary if effective learning is to take place, and we work towards these goals throughout the school.

Children who distract or interfere persistently with other children will be referred to the appropriate promoted member of staff and the parents will be contacted to work together to resolve the concern. The importance of parents in matters of discipline cannot be over-emphasised and where a child's behaviour and attitude gives cause for concern, we will involve parents at an early stage.

Section 4: School Policies & Practical Information

There are currently a variety of positive incentives in place to encourage positive behaviour. Children also have positive behaviour, effort, successes and achievements in all areas praised regularly.

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.dundeecity.gov.uk/department-publications/Education>

Section 5: Parental Involvement

The Parent Partnership is a group of parents who have been selected in accordance with the Parent Council Constitution to represent all the parents of children at our school. Parents/carers of any child at Downfield can seek to be part of the Parent Partnership in line with arrangements set out in the constitution (available at <http://downfield.ea.dundee.city.sch.uk>). The Parent Council can co-opt other members as it sees fit. Our Parent Council meets approximately twice a term and meetings are open to all parents. The AGM of the Parent Forum takes place in the first term.

The aim of the Parent Council is to:-

- work together with everyone involved in school life - parents, learners, teachers, school staff and the wider community
- make sure that all parents have a say in their children's education - and are able to express their views and wishes
- build links between the school, parents, pupils, nurseries and pre-school groups and the community

If you would like more information about the Parent Partnership please contact them on 01382 307802.

The current Parent Council members are:

Mr J Anderson- McGuinness (Chair)
Ms E Mitchell (Vice-Chair)
Mrs L Buist (Treasurer)
Mrs N Sturrock (Vice- Treasurer)
Mrs E Hallyburton (Clerk)

Year Group Parent Reps:

P1 E. McGill, A. Hovell
P2 K. Morris, V Reilly, D. Steel
P3 N. McNeill
P4 D. Troup
P5 A. Menzies
P6 J. Watt
P7 T. McLeish, N. Kyles, I. Oswald

Mrs K Emmett, Miss F Ballie, Mrs L Clark, Mr S Johnston

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 LGBTI 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 P1, P4 and P7, pupils will undertake the new Scottish National Standardised Assessments (SNSA) 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, 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

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.

There is also an enhanced transition programme on offer for those individuals who need extra support with this transition. Parents/Carers will be also be included in this process.

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. Learner needs are met in most cases by the class teacher.

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 of 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.dundeecity.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 7: Support for Pupils

Nurture at Downfield

A nurture group is a small group of 6 to 10 children / young people usually based in a mainstream educational setting and staffed by at least two supportive adults. Nurture groups offer a short term, focused, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner. Children continue to remain part of their own class group and usually return fully to class within 4 terms. Central to the philosophy is attachment theory; an area of psychology which explains the need for any person to be able to form secure and happy relationships with others in the formative years of their lives and our ongoing knowledge of neuroscience.

The nurture provision within Downfield Primary School is an approach where a small group of children work part of the day with the support of a nurture team – in our case this is Mrs Clark, Kirsten Brownlie, Mrs Gomez, Mrs Lawrence and Miss Waterson. The children predominantly work within their class supported by staff but also sometimes work within our nurture room for focused targeted support and activities. We often support out children outside the classroom or nurture base, through life skills activities such as Forest Schools Outdoor Education, DIY life skills projects and trips in the locality where children can build skills such as being safety aware, cooperating with others and following instructions from adults which they can then apply within the classroom or playground.

Section 8: School Improvement

These developments represent the next phase of the School Improvement Plan

- Improvements in attainment in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged
- Improve quality of learning and teaching, assessment, tracking and moderation
- Developing a culture of professional learning and development.

Section 9: Extra Curricular Activities

Child-Led activities

At Downfield Primary School we are proud that children want to lead their own clubs. Staff support the children and are responsible for overseeing each session.

Football

Primary 6 and 7 pupils take part in the inter-school matches throughout the session. The team is supervised and trained by Mr Dolan. Girls football also takes place and is coached by Miss Birchenall and Mr Johnston. We also have SFA football in working with the younger children after school.

Basketball

A team of pupils, usually from Primaries 6 and 7, take part in tournaments throughout the session. The pupils are trained by Mrs Brand and sports students.

Badminton

Primary 6 and 7 pupils are coached throughout the session and take part in competitions. The coach is Mrs Cummings.

Athletics

A group of children are trained and take part in local athletics events at various times of the year. The pupils are trained by Miss Kemp.

Karate

A lunch time Karate club is available for the children. This is run by a qualified Karate instructor.

Scripture Union

We have a lunchtime Scripture Union club for Primaries 4 to 7 which is run by our local minister Rev Nathan McConnell, his wife and students.

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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