

CLAYPOTTS CASTLE PRIMARY SCHOOL

SCHOOL HANDBOOK 2012 -2013



Claypotts Castle Primary School
9 Balloch Place
Dundee DD4 8TB
Telephone: (01382) 307770 Fax: (01382) 779732

e mail: claypottscastle.primary@dundeecity.gov.uk



This handbook has been prepared following national and local guidelines. The information contained within is correct at this time and is updated annually. Parents and carers will be informed of any changes as and when they occur throughout the year.

15th December 2012

Translations in additional languages can be requested via the following:

যদি আপনি এই দলিলটিতে দেয়া তথ্যের অনুবাদ বা বুঝতে সাহায্য চান
তাহলে অনুগ্রহ করে টেলিফোন করুন 01382 431563

如果您對本文件不明白,需要英語傳譯或翻譯的幫助,請打電話到: 01382 431563

إذا كنت تحتاج إلى أيّ مساعده بترجمة المعلومات التي يحتويها هذا المستند، أو بالترجمة
الفوريه لها، نرجو الإتصال على رقم الهاتف 01382 431563

اس دستويز ميں درج معلومات کے ترجمہ یا ترجمانی کے سلسلہ میں
اگر آپ کو کسی قسم کی مدد درکار ہے تو براہ کرم فون نمبر 01382 431563 پر رابطہ کریں۔

Dear Parent/Carer

On behalf of all our staff, I would like to warmly welcome you to Claypotts Castle Primary School. We are delighted that you are considering enrolling your child at our school. It is our aim to work together to create a happy, caring environment into which your child can easily fit, an atmosphere which will support your child in reaching his or her potential.

We hope this handbook will provide the information you as parents or carers seek. It has been compiled to share information about our school's ethos, organisation and activities. For some of you, this may be your first contact with our school. We do hope you find it helpful. If you have any questions about aspects of our school we would encourage you to contact us with a view to discussing these. We are happy to show prospective parents or carers round the school and answer questions you may have. Please do not hesitate to contact me directly if you would like to visit our school or if you require further information.

Children's progress and development are influenced positively where the school and parents work in partnership, and our efforts on behalf of your children depend greatly on mutual understanding and co-operation between home and school. As well as helping your children to develop their own self and feelings of confidence and responsibility, we also wish to help them develop respect and caring for others.

Claypotts Castle Primary School, which also includes a Nursery class, is fortunate to have children from a variety of communities attending the school. We actively promote equal opportunities throughout the life and work of the school. Our school also accommodates a Breakfast Club, an Out of School Care Club and partnership work with Douglas Family Centre.

We do look forward to welcoming you and your child to a long and happy association with our school.

*Susan Walker
Acting Head Teacher
December 2012*

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GENERAL INFORMATION

| | |
|----------------------------|---|
| School address: | Claypotts Castle Primary School 9 Balloch Place Dundee DD4 8TB |
| Telephone: | (01382) 307770 |
| Fax: | (01382) 779732 |
| E Mail: | claypottscastle.primary@dundeecity.gov.uk |
| School Status: | Non-Denominational |
| Acting Head Teacher | Mrs Susan Walker |
| Acting Depute Head Teacher | Mrs Gillian McKay |
| Acting Principal Teacher | Miss Sarah Simpkins |
| Class Teachers | Miss Jennifer Argo Mrs Pauline Cathro (part time) Mrs Lucy Forbes (on maternity leave) Mrs Sheila Keogh (part time) Miss Alison Kettles Mrs Wilma Kingston Miss Jennifer Kinloch Miss Shona McIntosh (on maternity leave) Mrs Pauline Macdonald Mrs Anne-Mari Mellin Mrs Kirsty Mooney Mrs Fiona Muir Mrs Jill Mutch (part time) Mrs Jennifer Pedersen Mrs Fiona Peoples Mrs Heather Rennie Mrs Susan Whyte Mrs Elizabeth Wilson |
| Support for Learning Staff | Mrs Joanne Gallacher (part time) Mrs Marjory Gemmell Mrs Sheila Malkowska Mrs Anne-Marie Peter (part time) |
| Early Years Practitioner | Mrs Sarah Campbell |
| Classroom Assistants | Mrs Kathleen Ferguson Mrs Elizabeth Stewart |
| ASNA | Mrs Sonja McGinnis |
| Lunchtime Supervisors | Mrs Kathleen Ferguson Mrs Sheena Little Mrs Angela Milne Mrs Elizabeth Stewart |
| Breakfast Club Supervisor | Mrs Kathleen Ferguson |
| Breakfast Club Assistant | Mrs Fiona Wilson |

Nursery Staff

| | |
|--|--|
| Early Years Centre Manager | Mrs Jackie Primrose |
| Nursery Teacher | Miss Jennifer McLean |
| Early Years Practitioners | Mrs Karen Brindley Mrs Angie Couttie Miss Laura Garrick Ms Lyndsey Sellars (part time) Mrs Susan Thomson (part time) Mrs Gill Woods |
| Administration Officer Clerical Assistant | Mrs Gillian Tovey Miss Rebecca Louch |
| Auxiliaries | Mrs Sheena Little Mrs Angela Milne |
| Music Instructors | Mrs Eunice King (Strings) Mr Philip McGregor (Brass) |
| School Cook | Mrs Cath Stewart |
| Robertson's Facilities Assistants | Mr P Burns Mr A Craigon |
| School Crossing Patroller | Mr John Connelly |

OUR ETHOS

Our expectations for every child at Claypotts Castle Primary School are reflected in our shared school vision that

“Pupils, staff, parents and others in our community will work together to continually improve standards in the school and strive for excellence in the quality of learning and teaching so that our learners are happy, motivated, confident, successful and realise their full potential.”

We nurture every child to reach his or her potential and celebrate achievements from within the school and outwith. We encourage all our pupils to develop a love of learning and we nurture opportunities to develop a strong sense of responsibility and citizenship within the school and our local community.

The atmosphere in our school is happy, relaxed and supportive and we have a strong whole school approach to developing every child’s emotional, social and physical well-being. We have high standards of pupil behaviour and children are guided to make positive choices within a supportive, whole school behaviour system. Pupils’ effort and achievements are recognised and celebrated which in turn increases motivation and builds positive self-esteem.

We see the school community as an extension of our family and aim to develop relationships in an atmosphere of trust. We take pride in the high level of pastoral care we are committed to providing. The school welcomes the opportunity to be a partner in your child’s learning and encourages you to be part of an extremely supportive and proactive Parent Council which works tirelessly to support the work of the school.

We attach great value to our school’s links with the local and wider community and undertake a variety of activities to develop positive relationships and extend our pupils’ experiences.

The school is particularly proud of its strong links with Craigie High School and our Cluster Primaries.

We have good relations with our Douglas Community & Library Centre and are involved in the Village Green and Library Story Time. We also participate in a variety of activities in partnership with Douglas & Mid Craigie Parish Church.

The school hosts students from both Dundee University and Dundee College to support training in school life and work, as well as participating in Educational Development Support Service events. We also offer work experience placements to pupils from local secondary schools.

Tayside Health Board’s Speech and Language Therapy Department runs a clinic from the school for pupils within and from outwith our school.

We enjoy good links in our local community to support curricular learning in our school and are keen to extend these areas further to develop citizenship, creativity and enterprise in our youngsters.

Douglas Child and Family Centre run a variety of activities within our building.

OUR AIMS

- ❖ Provide all learners with opportunities and experiences so that they recognise and achieve their potential.
- ❖ Provide equality of opportunity for all.
- ❖ Raise aspirations by promoting the confidence and self esteem of our school community.
- ❖ Promote a culture where everyone is valued equally and achievements are recognised and celebrated.
- ❖ Continue to develop an inclusive ethos which supports all our school community.
- ❖ Work in partnership with the home, the community and other services.

OUR VALUES

- ❖ Building Community
- ❖ Compassion
- ❖ Courtesy and Manners
- ❖ Creativity
- ❖ Determination
- ❖ Effort
- ❖ Equality
- ❖ Fairness
- ❖ Honesty
- ❖ Integrity
- ❖ Reliability
- ❖ Resilience
- ❖ Support
- ❖ Trust

ENROLMENT PROCEDURES

An advert is placed in the local press in November/December advising parents of prospective Primary 1 pupils when to enrol their child for Primary School. Parents should contact the school office to arrange an appointment when registration details can be completed. Please note that registration cannot be completed without the production of your child's full birth certificate, proof of residency (utilities bill, tenancy agreement or council tax bill dated within 2 months of application), family doctor details and emergency contact details. Therefore, these must be brought at the time of the appointment.

All children starting school for the first time will have the opportunity to visit P1 classrooms and take part in activities, including a school playtime with P1 pupils, a visit to our dining hall and a transition project. New P1 pupils are paired with a P7 "Buddy" and there will be opportunities to meet and get to know their buddies well. In addition an invitation will be given to parents to attend an informal meeting in June during which key information will be given out as well as arrangements for the organisation of the first day of the new school term. This is also an opportunity for parents to ask questions and exchange information with school staff.

Any parent unable to attend this meeting will be able to see the school at a suitable time by arrangement.

PLACING REQUESTS

Children should be enrolled in their catchment school in January. If parents of P1 pupils wish their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details about how to make a placing request. Forms are available from the school or from the Education Department at the address noted below. Completed forms should be returned as soon as possible to that address.

Enrolment of children (other than the new entrants to Primary 1) to any stage within our school may be made by contacting the address below in the first instance to complete the relevant paperwork. On allocation of a place, an appointment may be arranged by calling into or telephoning the school to arrange a visit to see the life and work of the school.

Dundee City Council
Education Department
Dundee House
50 North Lindsay Street
Dundee
DD1 1QE
01382 434000

CATCHMENT AREA

North Boundary: Eastwards from Douglas Road by centre of Balunie Avenue to Balmoral Avenue, then by centre of Balmoral Avenue and a line to Dighty Burn, then by Dighty Burn to Baldovie Road.

East Boundary: Southwards from Dighty Burn by centre of Baldovie Road to Arbroath Road.

South Boundary: Westwards from Baldovie Road by centre of Arbroath Road to Douglas Road.

West Boundary: Northwards from Arbroath Road by centre of Douglas Road and Ballindean Road to Balunie Avenue.

TRANSPORT

It is the Education Authority's policy that transport may be provided to all Primary School pupils living over two miles from their catchment area school (three miles for Secondary School pupils), or to those pupils whose journey between home and catchment school deemed to be unduly hazardous. Application forms may be obtained from Dundee House. Parents who have made a successful Placing Request for their children at schools other than their catchment school are required to make their own transport arrangements.

SCHOOL ORGANISATION

The present school roll is 360. Pupils are organised into 15 classes. The composition of classes will vary from year to year depending on the number of pupils at particular stages. Our Nursery roll is 120 with 60 pupils in the morning and 60 in the afternoon.

THE SCHOOL DAY

Nursery

| | |
|-----|------------------|
| a.m | 9.00am - 11.30am |
| p.m | 12.45pm - 3.15pm |

P1-P7

| | |
|------------------|-------------------|
| Breakfast Club | 8.00am - 9.00am |
| Classes start | 9.00am |
| Morning Interval | 10.30am - 10.45am |
| Lunch Break | 12.15pm - 1.15pm |
| School Closes | 3.15pm |

Pupils in Primary 1 finish at 12.15pm for the first 3 weeks of the session. We ask that children in P1 and P2, for reasons of safety, be collected promptly at the end of the school day. Please can we remind you that the car park is for the use of school staff and services only and should not be used to drop off and collect pupils.

INTERVAL TIMES

At morning interval the play areas are supervised by our auxiliaries and by our lunch time supervisors between 12.15pm and 1.15pm.

In the event of bad weather, morning intervals and lunch breaks for pupils may be held indoors with the same staff supervising classes, supported by P7 pupils. Children who go home at lunchtime on bad weather days should return to school as near to 1.15pm as possible. Should pupils return earlier than this then they should make use of the sheltered area in the playground. We only stay indoors when absolutely necessary so warm clothing and sturdy footwear are really necessary for our cold, wet days.

TRANSFER FROM PRIMARY TO SECONDARY

Pupils attending Claypotts Castle Primary School normally transfer to:

Craigie High School
Garnet Terrace
Dundee
Telephone (01382) 431111

The Head Teacher of Craigie High School is Mr Colin Biernat. Parents of P7 pupils are normally informed about transfer arrangements to Secondary School in December of each school session. There is a range of opportunities for liaison between the schools.

During the year members of staff from Craigie High School visit the school. They meet and talk with the Head Teacher, the P7 teachers and pupils. Staff from Craigie High School also visit the school to deliver "taster" lessons in English, Maths and French. Subsequently arrangements are made for all pupils transferring to Craigie High School to visit the school for 3 days in June during which time they familiarise themselves with the S1 timetables, teacher and routines of the school. A variety of other transition activities take place during the P7 year – this includes Rights Respecting School and Passport to Europe activities.

Parents of P7 pupils are given the opportunity to visit Craigie High School during the year. Staff from all primary schools feeding to Craigie High School also meet with staff from the secondary school during the year.

Parents who wish their child to attend a secondary school other than Craigie High School should complete a placing request form and submit it to the address below after receiving their notification of transfer to secondary school:

Director of Education,
Dundee House,
50 North Lindsay Street,
Dundee DD1 1QE

SCHOOL TERMS AND HOLIDAYS FOR PUPILS

| | | | | |
|--------------------------|-------|------------------|--------------------------|--------------------|
| Session 2012-13 | | | | |
| Autumn Term | Start | Staff | Monday 13 August 2012 | In Service Day (1) |
| | Start | Primary Pupils | Tuesday 14 August 2012 | |
| | Start | Secondary Pupils | Wednesday 15 August 2012 | |
| | End | Secondary Pupils | Thursday 4 October 2012 | |
| | End | Primary Pupils | Friday 5 October 2012 | |
| Autumn Holiday | Start | | Monday 8 October 2012 | |
| | | | Friday 19 October 2012 | |
| Winter Term | Start | | Monday 22 October 2012 | |
| | | | Thursday 8 November 2012 | In Service Day (2) |
| | | | Friday 9 November 2012 | In Service Day (3) |
| | End | | Friday 21 December 2012 | |
| Christmas Holiday | Start | | Monday 24 December 2012 | |
| | End | | Friday 4 January 2013 | |
| Spring Term | Start | | Monday 7 January 2013 | |
| | | | Thursday 7 February 2013 | In Service Day (4) |
| | | | Friday 8 February 2013 | Mid Term Holiday |
| | | | Monday 11 February 2013 | Mid Term Holiday |
| | End | | Thursday 28 March 2013 | |
| | | | Friday 29 March | Good Friday |

| | | | | |
|-----------------------|-------|--|----------------------|----------------------|
| | | | 2013 | Holiday |
| Spring Holiday | Start | | Monday 1 April 2013 | |
| | End | | Friday 12 April 2013 | |
| Summer Term | Start | | Monday 15 April 2013 | |
| | | | Monday 6 May 2013 | May Day Holiday |
| | | | Friday 24 May 2013 | In Service Day (5) |
| | | | Monday 27 May 2013 | Victoria Day Holiday |
| | End | | Friday 28 June 2013 | |

If you require information about Dundee City Council closure days please visit the '[Closure Days](#)' area of the website.

If you require information about Public Holidays in Dundee please visit the '[Public Holidays](#)' area of the website.

This information is provided by the [Education Department](#)

ATTENDANCE

It is a legal requirement for parents or carers to ensure that children in their care attend school regularly. We are required by law to be record all absences from school.

Ensuring that your child is in school and in class engaged in learning is crucial to helping him or her achieve what they are capable of. School attendance is one area where we strongly rely on parents' support. If you know in advance of any reason why your child is likely to be absent from school, please tell the school office by telephone or in writing. If your child is absent through illness please notify the school first thing in the morning. Let us know the likely date of return and if the date changes.

If your child is not in school and you have not told the school we will contact you at the first available opportunity. If we have not notified the school of a reason for absence by day 3 the we will contact the School Community Support Service who will contact you directly.

On a pupil's return to school after an absence, for whatever reason, a note of explanation to the class teacher should be sent in so that the absence may be recorded as authorised. If a child has an unsatisfactory or unexplained absence record, School Community Support Services may be informed and a home visit may subsequently be made to see how we can support you in getting your child to school.

Pupils should come to school on time so that they do not miss any of their work or disrupt that of others. Punctuality is a habit which we wish to encourage throughout a child's school career. If your child is to be late it is helpful if you can send a note or telephone the school so that we know the child is late with your knowledge. If a child is late on a regular basis the school will inform you by letter. Where poor timekeeping becomes a persistent problem the school may inform School Community Support Services.

If a child who goes home for lunch remains at home for the afternoon session, we would appreciate a phone call informing us of this in the interest of pupil safety.

Pupils may be ill during the session or may have to be absent from school for essential appointments. These absences are clearly unavoidable. However taking pupils out of school during term time for family holidays is discouraged nationally as pupils miss vital teaching time which can effect future attainment and continuity of education.

All holiday absences are registered as unauthorised in accordance with Council policy unless the school receives written proof from an employer stating that parent(s) cannot be given holidays at any other time. We therefore ask parents to avoid planning holidays within school term time unless no alternative is possible. Where parents cannot avoid planning holidays in term time they should notify the Head Teacher of their intended holiday dates. We cannot provide homework for pupils withdrawn to go on holiday.

If a child is to be withdrawn from school during the day, for example, for a dental appointment, please send a note in to school. Parents should collect their child from the school for such appointments. If there are any attendance issues you wish to discuss please do not hesitate to contact the school to arrange an appointment.

SCHOOL UNIFORM

We encourage our pupils to take pride in themselves and their school and to that end the wearing of school uniform is promoted, in the belief that it helps our children to feel that they belong and are part of the school community. Our pupils are encouraged to wear uniform at all times and we ask that parents support the school by encouraging your child to keep to the agreed code and the wearing of school uniform. We also ask parents to comply with our request not to permit pupils to attend school wearing inappropriate jewellery, nail polish, make up, football strips or colours. School uniform is:-

- Boys - Grey blazer or royal blue fleece with dark grey shorts or trousers
White shirt with school tie and royal blue sweatshirt
White or royal blue polo shirt and royal blue sweatshirt
- Girls - Grey blazer or royal blue fleece with dark grey skirt/pinafore or trousers
White blouse with school tie and royal blue sweatshirt/
cardigan
White or royal blue polo shirt and royal blue sweatshirt/
cardigan
- Shoes - Black hard wearing shoes (not trainers)

An old shirt or t-shirt is useful for wearing during art or other 'messy activities'.

Polo shirts, sweatshirts, fleeces, bags and hats bearing the school emblem are available to order from the school office, please ask at the school office for an order form or order online at www.border-embroideries.co.uk. In winter, anoraks and coats are most suitable for our chilly days and these can be also ordered from the school.

It is extremely important that your child's name is clearly marked on all articles of clothing, footwear school bag and packed lunch container – many items are often mislaid – a name helps so much.

PHYSICAL EDUCATION KIT (Boys and Girls)

White t-shirt
Black shorts
Gym shoes

Trainers worn outside are not suitable for use in the gym. For safety reasons all jewellery must be removed during P.E. lessons. Dundee City Council Education Department Code of conduct for Physical Education is attached.

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 £15,860, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms may be obtained from the school office or Main Reception, Dundee House, or downloaded from the Council website.

VALUABLES IN SCHOOL

Our school actively discourages pupils bringing/wearing items of value to school - electronic games, mobile phones, personal stereos, expensive items of jewellery/watches and so on. If pupils choose to bring valuables to school they are responsible for them. The school will not take responsibility for items being lost, stolen or broken while in school. Should parents allow their children to bring/wear valuable items to school they do so with the knowledge that responsibility for them rest solely with themselves and their children.

Despite being discouraged from doing so, some parents permit their children to bring mobile phones to school. In this school, all phones must be switched off during the school day and kept out of the way - they should not be visible in the classroom or anywhere on school premises. Any pupil found playing with their 'phone/texting in class or around the school will have their phone confiscated and passed to the Head Teacher who will return it to parents only. Taking photographs of others without permission is an invasion of privacy - we do not allow this in our school or playground. Our policy complies with and is underpinned by Dundee City Council's Education Department's Policy - Guidelines on Misuse of Camera and Mobile Phones in Schools. This can be inspected at the school office.

SCHOOL MEALS

School meals are available each day during term times. These may be paid for on a Monday morning for the whole week or each morning a meal is required. A school lunch currently costs £2.00 per day.

We operate a choice system for lunches. Meals run on a three weekly cycle and we ask that parents discuss their lunch choices with their children during the evening so that they know what they are going to have before coming to school the next day - this is particularly important for younger children.

Numbers for lunches need to be passed to the kitchen by 9.30am. Pupils who come to school late will not be able to choose a dinner and, if very late, may not be able to access a lunch at all.

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 £15,860 or Working Tax Credit and have an annual income of less than £6,420. Application forms may be obtained from the school office or from Main Reception, Dundee House.

Any child bringing a packed lunch to school may eat in the school dining hall or at the packed lunch benches (in good weather). Food should be packed in durable containers (plastic boxes or at least plastic bags – paper bags are not suitable).

Children going for school or packed lunches are required to remain within the playground during the remainder of the lunch break, although parents may, of course, request alternative arrangements on occasion, by contacting the Head Teacher.

HEALTH CARE

Our school nurse is Mrs Jill Pankhurst who works out of Whitfield Clinic (tel. 511104). Routine screenings of pupils take place in P1 and P7. The school nurse may also work alongside teachers in delivering Health Education.

Throughout the session referrals may be made to the School Nurse or other health professionals if the school feels it would be appropriate. Parents' consent will always be obtained before referrals are made.

If a pupil becomes ill or is injured at school, every effort will be made to contact the parents or, if this fails, the named emergency contact who will be expected to collect the pupil from school or make arrangements for someone known to the pupil to do so. We ask that you do not send a child who is feeling ill out to school in the hope that he/she will recover en route. Although we hope the situation will not arise, please be assured that in the case of severe injury or illness requiring immediate medical attention the child will be taken to the local doctor or hospital by staff car, taxi or ambulance. Parents will be notified and asked to attend as quickly as possible.

Parents should inform the school if their child has a specific medical condition.

ADMINISTRATION OF MEDICINE

Where appropriate, protocols will be set up for those pupils with specific medical conditions, but normally we are unable to store or administer medications for children and medicines should not be sent to school without prior discussion and agreement with the school. We cannot administer medication or supervise pupils taking medication eg inhalers for asthma without parental consent. Therefore it is important that you complete the appropriate forms which are available from the school office.

EMERGENCY CONTACTS

Parents will be asked to complete an Emergency Contact form each year. It is very important that each change of address and telephone number, including mobile numbers be notified to the school. This is particularly important if the child becomes unwell. It is very important that the emergency contact form for your family is kept up

to date. It can happen that the school must be closed without prior notice and parents are asked to ensure that their children have a safe address to go to at all times.

EMERGENCY CLOSURE

Every effort will be made to ensure that the school remains open during all term times for pupils. However, on occasions when this is not possible due to severe weather conditions or for other reasons, parents and/or emergency contacts will be contacted directly whenever possible and pupils will be sent home or may be collected by parents or nominated persons. In the unlikely event that school staff are unable to contact a parent or other responsible person, the pupil will be kept in school until normal dismissal time.

Information about closures may be accessed in a variety of ways. Reminders about these will be sent to parents in one of the winter newsletters.

CHILD PROTECTION

As a school we have a responsibility to act in the best interests of our pupils.

This may mean using our city wide child protection procedures which will involve communicating with other agencies, taking immediate action and recording sensitive information in order to keep your children safe.

The school aims to work in partnership with parents but sometimes when there are concerns it may not be in the best interests of the child to have the parents/carers involved immediately.

If you have any concerns you should approach the Designated Child Protection Officer (DCPO), posters in the school will indicate who this is. Alternatively the number for Dundee City's Child Protection line is 307999.

HEALTH, SAFETY AND SECURITY

In our school we consider safety to be a very important matter and encourage our pupils to take seriously both their own personal safety and the safety of others. We ask for your support in ensuring that your children act responsibly, helping to prevent accidents in school and playground and on the street.

There are health and safety regulations which apply to all aspects of life - most of these are common sense. Pupils are taught how to safely handle equipment and materials they will use in school and regular fire drills are held so that pupils and staff are familiar with procedures. In addition, aspects of road safety and personal safety are addressed through the curriculum in the area of Health and Wellbeing. Often this work is supported by input from a range of specialists outwith the school - police, road safety and fire officers, BT Emergency 999 team and paramedics are some of

the people whose expertise we may draw upon to reinforce the messages we as a school, in partnership with parents, are trying to instil in our pupils.

Safety rules in the playground and the reasons for them are explained to all pupils and it is important that pupils follow them. As part of our Promoting Positive Behaviour Policy, pupils must also recognise the importance of doing as they are asked by our school auxiliaries, classroom assistants and playground supervisors for everyone's safety. We ask that pupils remain in the playground during break and lunchtime unless they are going home for lunch, again to ensure their safety.

PROMOTING POSITIVE BEHAVIOUR

The aim of our school is to promote successful learning within a warm and caring atmosphere where there is mutual respect. Everyone who belongs to the school - pupils, staff and parents is expected to contribute to this and responsible behaviour is essential. We aim to encourage and develop self-discipline in each of our pupils. We attempt to reinforce the joint responsibility of home and school in our codes of conduct for the safety and well-being of every member in the school.

We can achieve caring and responsible behaviour and raise standards in learning by:

- ❖ establishing clearly the types of behaviour we expect
- ❖ providing models of responsible and caring behaviours
- ❖ discouraging and not accepting inappropriate behaviours/standards of work
- ❖ developing an awareness that unacceptable behaviours have consequences
- ❖ developing an appreciation that self-discipline is a necessary characteristic for learning for life
- ❖ planning appropriate lessons with adequate and appropriate resources, which take account of pupils' abilities and varying learning styles
- ❖ raising expectation of good standards and consistent approaches
- ❖ sharing learning intentions with children and ensuring clear understanding by good use of questioning and effective feedback

At Claypotts Castle we believe that responsible behaviour can only be achieved where adults and pupils alike have respect for themselves, for other people and for the environment. At the start of each session each teacher will discuss the school rules which will set out the expectation of pupil behaviour. These rules, which are displayed on the wall in classrooms and around the school as appropriate are:-

- ❖ Respect yourself
- ❖ Respect others
- ❖ Respect the environment

SELF RESPECT is gained by:

- ❖ taking pride in your work and achievements
- ❖ enjoying working with and helping others
- ❖ taking pride in looking after your things
- ❖ attending school regularly and punctually
- ❖ taking pride in your appearance
- ❖ seeing other people like and respect you

RESPECT FOR OTHERS means:

- ❖ being polite and kind to people
- ❖ helping people
- ❖ getting on with your work in class and letting others get on with theirs
- ❖ showing you realise other people may have different points of view
- ❖ laughing with people not at them
- ❖ being able to share things
- ❖ taking your turn
- ❖ letting others join in your games and activities
- ❖ leaving other people's property alone
- ❖ trying to "think the best"
- ❖ learning to trust other people

RESPECT FOR THE ENVIRONMENT means

- ❖ helping to keep the school, including the playground, looking pleasant and tidy
- ❖ helping with and looking after displays
- ❖ caring for resources, e.g. books, calculators, scissors, furniture, litter bins
- ❖ behaving sensibly around the school
- ❖ reducing, reusing and recycling wherever possible

We always remember that when we are out of school, our school's reputation could be judged by our behaviour.

We believe that the best way to encourage polite and responsible behaviour is to treat everyone positively and to recognise and praise people who behave responsibly. We use a variety of praise which may be non-verbal or may be through words. We also use a range of small individual, group or class awards. Praise is given not only for achievements in curriculum areas but also for effort, good behaviour and cooperating with others. Another important aspect of acknowledging appropriate behaviour is making sure it is recognised and respected by the staff and others. We do this by:

- ❖ making sure the Senior Management know of good work and effort
- ❖ celebrating pupils' achievements at assembly
- ❖ displaying good work around the school including our Stars of the Week board
- ❖ letting parents know – not only at Parent's Evening or in reports, but by individual letters when their son/daughter has done particularly well and shown sensible behaviour

MANAGING AND DISCOURAGING INAPPROPRIATE BEHAVIOUR

Some pupils do experience difficulties in maintaining the expected behaviour and may exhibit unacceptable behaviours. There is a range of consequences used to address unacceptable behaviour which set out in our Promoting Positive Behaviour Policy which has been introduced this session and this policy will be reviewed annually. As part of this policy parents will be given notified of the concern we have and invited to work with us to support their child. The nature of this partnership working will vary depending on the nature of the concerns we have.

We aim to be vigilant to the numerous possibilities which may be perceived as incidences of bullying and in such cases the partnership between home and school will work towards supporting and counselling the victim and the child displaying bullying behaviour. The school follows Dundee City Council's Anti-Bullying Policy which can be read on request for further additional information.

The school takes seriously any reported racist incidents. Within the school's approach to promoting positive discipline, a record of all incidents is maintained and each incident is fully investigated. The School will notify the Authority of any racist incident.

PARENTAL INVOLVEMENT

Within Claypotts Castle Primary School we recognise the importance of parents as partners in the education of their child. Parents, carers and family members are by far the most important influences on children's lives. Research shows that when parents are involved in their children's learning children do better at school and throughout life. Parental involvement is about helping parents and schools work together as partners in children' learning. Confidence in a school comes from knowing and understanding what is happening within it. Contact, dialogue and discussion all help to promote mutual understanding and trust, which is the basis of our shared responsibility.

We wish to give parents/carers every opportunity to become more involved in their child's education. Opportunities for parents to participate more fully in the school include:-

- Curriculum evenings
- Parents' evenings
- Open days
- Invitations to Assemblies
- School Sports' Day
- Educational, social and fund raising events with the Parent Council.
- Involvement with classes as a parent helper
- Helping on school trips
- Supporting learning at home

Parents are welcome in school at other times if they want to pass on information or discuss specific areas. Close co-operation between the home and school is important and parents are invited to contact the school to arrange an appointment whenever problems occur or advice is needed. This partnership is, of course, a two-way process. Parents are also kept informed by written communication, when appropriate, and through a newsletter which is distributed several times throughout the session.

If a meeting with a class teacher, the Principal Teacher, Depute Head Teacher or the Head Teacher is required an appointment can be made at a mutually convenient time. This is to avoid any interruption to teaching and to ensure that someone is available to speak to parents.

On arrival at school all visitors, including parents, should report to the school office where they will be welcomed by our office staff. No adult, including parents, should directly approach a child on school premises. This is in the interests of security and children's safety.

COMPLAINTS PROCEDURE

Should you have cause to be unhappy or concerned about any aspect of the school, then we ask that you contact the school to arrange an appointment to discuss your concern as soon as possible. Staff can either discuss with you by telephone or a meeting can be arranged to discuss with you in person. We find that the vast majority of concerns are successfully resolved in this way. However, if you remain unhappy with the outcome of your complaint then you can contact the Education Department's Advice, Information and Support Manager, Kerry Gethins. Mrs Gethins is based in Dundee House and can be contacted by e.mail: Kerry.Gethins@dundeecity.gov.uk or by telephone: 01382 434000.

PARENT COUNCIL

The Parent Council 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 of any child at Claypotts Castle Primary School can seek to be part of the Parent Council in line with arrangements set out in the constitution. All parents are deemed to be part of the wider Parent Forum. The Parent Council can co-opt other members as it sees fit.

The aims of the Parent Council are:

- ❖ to work in partnership with the school to create a welcoming school which is inclusive for all.
- ❖ to promote partnership between the school, its pupils, parent forum and community.
- ❖ to develop and engage in activities, including fundraising, which support the education and well being of the pupils.
- ❖ to identify and represent the views of the parents on the education provided by the school and other matters affecting the children's welfare but not on an individual basis.

Our Parent Council meets at least approximately once each term and meetings are open to all parents. The Parent Council is always looking for new members who would like to play a fuller role in the life and work of the school. The school highly values the contribution the Parent Council makes to the supporting our pupils and the life and work of the school.

The Office Bearers for Session 2012/2013 are

Chairperson Mrs Liz Richiardi
Secretary Mrs Cheryl Peacock
Treasurer Mrs Chelsea Newman

If you would like more information about the Parent Council please contact the school or any member of the present Parent Council. We also work closely with Mrs Taletta Jamieson, the Parent Services Officer for the Education Department Mrs Jamieson is a valuable support to the school and parent council and can also offer information and guidance on becoming involved more.

CURRICULUM FOR EXCELLENCE

All schools in Scotland are implementing Curriculum for Excellence through which they will enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Our curriculum takes account of advice in national and local policies and guidelines which provides a framework for learning from 3-18 years.

All teachers plan for learning using the Curriculum for Excellence framework. Wherever possible they plan work thematically so that our pupils experience relevant and meaningful contexts for their learning. Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary, and beyond, ensuring the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to life beyond their classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence is also about the way children learn. At Claypotts Castle our pupils experience a wide range of teaching and learning strategies. Children are able to work collaboratively in teams and work individually when required. Children are encouraged to be critical and logical thinkers, to search for solutions, solve problems together and participate in class challenges. Children are actively involved in their learning and we use ICT tools to enhance learning and teaching wherever possible.

Information on what your child is learning will be provided to you throughout the year including through pupil Learning Logs which are sent home three times a year.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There is an emphasis by all staff on looking after our children's health and wellbeing to ensure that our school is a place where children feel safe and secure.

Below is a brief introduction to the Curriculum for Excellence curriculum organisers.

Stages of Curriculum for Excellence

| | |
|------------------|--|
| Early | the pre-school years and P1 or later for some |
| 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 and Fourth | S1 to S3, but earlier for some |
| | The fourth level broadly equates to SCQF level 4 |
| | Senior phase S4-S6 and college or other means of study |

LITERACY AND ENGLISH

Language is at the heart of the children's learning. Through language, they receive knowledge and acquire skills and concepts. Language enables children both to communicate effectively with others, and to examine their own and others experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps each child's learning to be coherent and progressive.

Your child's earliest language is acquired in the home, and the school will build on that foundation. It will mirror the diversity of the community the school serves, and will contribute to the learning that occurs in the classroom. This language will be handled with sensitivity by our teachers so as to meet individual needs, encouraging confidence and make learning a pleasurable experience.

Claypotts Castle Primary attaches a high priority to giving pupils a command of language and the ability to use it appropriately and concisely. Our language programme is designed to teach and develop the four outcomes of Listening, Talking, Reading and Writing. This includes having knowledge about language, listening attentively, talking to the point, reading with understanding and developing knowledge about the process of writing.

MATHEMATICS AND NUMERACY

Children enter school as active mathematical thinkers. Early experiences include handling objects, noting pattern, sorting and matching. As they grow older children continue to learn mathematical concepts through recreation and daily life. At school, their teachers will plan their experience of mathematics with specific objects in mind. Various aspects of maths will be covered to incorporate Information Handling, Number/Money and Measurement and Shape/Position and Movement.

All the components of the maths curriculum are important and at all stages of the primary, attention is given to developing enquiry and problem solving skills, as these are important in acquiring and applying mathematics in everyday activities.

HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Good health and wellbeing is central to effective learning and preparation for successful independent living.

EXPRESSIVE ARTS

Learning in, through and about the expressive arts enables children and young people to be creative and express themselves in different ways, experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation. Children develop important skills, both those specific to the expressive arts and those which are transferable and develop an appreciation of aesthetic and cultural values, identities and ideas. For some children this will prepare for their advanced learning and future careers by building foundations for excellence in the expressive arts.

INSTRUMENTAL TUITION

Currently instrumental tuition is available within Claypotts Castle Primary School in strings and brass.

Trial periods are offered to interested pupils from P5 upwards when an opening arises. Children selected to continue will be required to make payment for tuition (currently £126 per year plus £79 for hire of instrument per full year), payable in instalments.

Pupils are exempt from instrumental tuition fees if their parents are in receipt of a clothing grant/and or free school meals. Alternatively pupils are exempt from instrumental tuition fees if their parents are in receipt of Income Support, Income Related Employment and Support Allowance, Income Based Job Seekers Allowance, support under part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, Child Tax Credit or Working Tax Credit and an annual income of less than £15,680. No application is necessary as you will be contacted by the school if your child is selected for tuition.

SCIENCES

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through learning in the sciences, children and young people develop their interests in, and understanding of, the living,

material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where skills and knowledge of the sciences are needed across all sectors of the economy.

SOCIAL STUDIES

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on changes that have shaped Scotland. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

TECHNOLOGIES

The technologies offer challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education in our school enables pupils to explore Christianity and other major world religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. Pupils will also be encouraged to learn from religions by helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Religious Observance

Claypotts Castle Primary follows national policy on Religious Education and Observance. The school holds regular Assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them.

Parental Rights

Under the terms of the Education (Scotland) Act 1980 "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right is asked in the first instance to contact the Head Teacher.

The Development of Pupils' Values

In our school we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

The school welcomes and encourages 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 our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Dundee City Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

ASSESSMENT AND REPORTING

Assessment is an integral part of learning and teaching at Claypotts castle Primary School. Teachers and pupils identify, at the planning stage, what they need and want to learn, the activities involved and how it will be assessed, for all areas of the curriculum. Many assessment strategies are used: observing the children at work, talking to them and asking questions, the regular marking of pupil tasks, written examples and tests. Pupils also assess each other and in a number of areas many of our core materials have built in assessment tools. Appropriate use will also be made of the National Assessment Resources and other online assessment programmes.

Continuous assessment is used to observe, monitor and review the progress of each child to enable the teacher to respond appropriately to their needs. It also provides the teacher with the means of self-evaluation and for assessing the effectiveness of teaching methods used.

All P1 pupils undertake PIPS baseline assessment during the first 3 weeks of term, followed by INCAS testing in P4 and P6. This supports teachers' assessments and helps to track pupil progress over time.

Parent Contact Evenings are arranged twice yearly by appointment and provide welcome opportunities for parents, pupils and staff to report and exchange details of progress and development.

Learning Logs are sent home three times a session and provide another opportunity to share your child's planned learning and examples of their work with you during the year. We hope that parents enjoy being able to make comments about their children's work.

Each session, a written report will be forwarded to parents during the summer term, making comment on pupil achievements and future needs. A copy of this report will be retained in school and will ultimately be forwarded to the appropriate secondary

school or any other school which the pupil might subsequently attend.

Primary 7 pupils complete a pupil profile which is then used in the transition process to share information with the appropriate secondary school. E-portfolios will be introduced over time at all stages to record pupil progress and achievement, reflect on learning and set targets. These will be ongoing and completed by the pupils to provide valuable information at for parents and staff at relevant transition times.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

HOME LEARNING

Most pupils will have homework set within the course of a week. The amount and form will vary from child to child and from stage to stage and the purpose is not only to help develop personal study habits, but also to keep you informed as to the type of work your child is doing. There will be homework which must be completed and there may be a range of optional activities also.

Written homework will be work with which your child is reasonably confident and this should be signed by you to show that you are happy with the standard of neatness. Written work should not last longer than 20 minutes. Please stop your child if she/he has made this amount of sustained effort.

All children have a Homework Diary, which is useful for home/school communication in general. We would appreciate if you would make a comment in your child's Diary if you feel your child does not fully understand the work set.

EXTRA CURRICULAR ACTIVITIES

This session, we are fortunate to be able to offer a wide range of extra-curricular activities in Terms 3 and 4 activities due to the willingness, enthusiasm, expertise of our school community and teaching staff alike.

Activities offered are:-

| | |
|------------------------|--------------|
| Funky Feet | Football |
| Basketball | Tour Guides |
| Hockey | Tennis |
| Art and Craft | Storytime |
| Picnic Club | Science Club |
| Lunchtime Drop in Club | |

These activities take place during lunch hour and after school hours.

NON ACADEMIC ACHIEVEMENTS OF PUPILS

Opportunities now exist in school for pupils to be involved in a variety of activities which provides them with the chances to meet with success. Within our school some of these opportunities include:-

- ❖ Activities with/through our Active Schools Co-ordinator
- ❖ Swimming instruction
- ❖ Burns Federation – verse speaking
- ❖ A variety of competitions which showcase the creativity of our school
- ❖ School archivists keep a diary of our achievements
- ❖ Pupil Council/Focus Groups
- ❖ Music Instruction
- ❖ Young Musician of the Year
- ❖ Leng Medal
- ❖ House Captains and P7 Buddies

SCHOOL IMPROVEMENT

Our School Improvement Plan sets out our priorities for improving the school over the next three years (2012- 2015). Staff, parents and pupils were all consulted in deciding what these priorities should be. These are:

- ❖ developing Curriculum for Excellence with a particular focus on effective learning, teaching and assessment and the further development of literacy, numeracy, health and well being
- ❖ meeting learner's needs
- ❖ developing partnerships with parents and other stakeholders
- ❖ developing leadership across the school and improving our approaches to evaluating the life and work of the school

The school's progress towards achieving these priorities and improving pupil attainment and achievement is set out in the school's Standards and Quality Report which is produced annually. The report also outlines the successes and achievements of the school in the previous session. The report is available to all parents/carers on request. If you would like to receive a copy of our report for session 2011-2012 then please contact the school office. Copies can be e.mailed or a paper copy can be made available.

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. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the amendments brought in by the 2009 Act to ensure the information is as up-to-date as possible.

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'.

Take Note - National Advocacy Service and Additional Support Needs

Take Note is a partnership between Barnardo's Scotland and Scottish Child Law Centre. It is a, free of charge, advocacy service which 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 from the website – www.barnardos.org.uk/takenote or by enquiries to the Scottish Child Law Centre on 0131 667 633.

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.

THE SCHOOL PUPIL RECORDS (SCOTLAND) REGULATIONS 1990

These regulations make provision for granting access by parents and pupils to manually maintained records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request on an application form obtained from the Head Teacher.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme, thus SEED has two functions: acting as a “hub” for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What Pupil Data Is Collected And Transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify “localities” rather than specific addresses. Dates of birth are passed on as “month and year only”, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- ❖ plan and deliver better policies for the benefit of all pupils
- ❖ plan and deliver better policies for the benefit of specific groups of pupils
- ❖ better understand some of the factors which influence pupil attainment and achievement
- ❖ share good practice
- ❖ target resources better

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority . On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want More Information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net which contains a section on “frequently asked questions” at <https://www.scotxed.net/jahia/JAHIA/lang/en/pid/220>.

INSURANCE

The Authority insures against its legal liability for:

- i) Accidental personal injury

or

- ii) Loss or damage to property of third parties

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have a legal liability.

Parents may wish to consider their own insurance arrangements.

CLAYPOTTS CASTLE PRIMARY SCHOOL

COMMENTS PAGE

Please feel free to respond to any issue raised in this school handbook. Your comments would be greatly appreciated

Pupil's Name: _____

Parent/Carer's Signature: _____

Date: _____

USEFUL LINKS

This annex provides links which you may find helpful in providing more information on aspects contained in the Handbook. The list is not intended to be exhaustive.

GENERAL INFORMATION

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

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>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas-

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

ASSESSMENT AND REPORTING

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

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

SUPPORT FOR PUPILS

Curriculum for Excellence factfile – 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

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>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>