

School Handbook

Ballumbie Primary School



Contents

Section 1	Welcome & Vision
Section 2	School Ethos
Section 3	School Information
Section 4	School Policies and Practical Information
Section 5	Parental Involvement
Section 6	Curriculum
Section 7	Support for Pupils
Section 8	School Improvement
Section 9	Extra Curricular Activities
Section 10	Privacy Notice

Section 1: Welcome and Vision

Dear Parents,

Welcome to Ballumbie Primary School

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

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

Ballumbie Primary School is very much the heart of the Whitfield community and we value the support and partnership of all of our families and wider community. We continually strive to achieve our vision of supporting all and succeeding together in order to shine bright, which we refer to as:

SUPPORT

SUCCEED

SHINE

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

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

Yours sincerely,

Paula Chegall
Head Teacher

Section 2: School Ethos

At Ballumbie Primary School, we have a strong emphasis on providing our pupils with a high quality education. We strive to meet the needs of all pupils by:

- offering a range of stimulating and challenging learning activities
- encouraging pupils to take responsibility for their own learning
- providing purposeful feedback to help take learning forward
- allowing pupils to share in planning and make personal choices about aspects of their learning
- encouraging creativity and enterprise
- investing in an ethos of mutual understanding and co-operation between home and school
- promoting whole school, class and individual achievements
- promoting positive relationships within the community and with a range of support agencies to ensure ongoing learning and wellbeing of our pupils

In doing so, we seek to create a safe, happy and stimulating environment to develop the whole child and let all, realise their potential.

Section 3: School Information

School Address: 70 Lothian Crescent,
Dundee, DD4 0HU

Telephone: 01382 438617

Fax: 01382 438621

Email Address: ballumbieprimary@dundeeschools.scot

Website: <http://ballumbieprimary.ea.dundee.city.sch.uk>

Head Teacher: Mrs Paula Cheghall

Depute Head Teacher: Mrs Michelle Smith

Principal Teacher: Mrs Rachel Cook
Mrs Clare Pinkman, Supporting Learners

School Status: non-denominational, pre-school to P7

School Roll: 438 (110 Nursery)

School Hours: 9.00am - 3.15pm

Parent Council Contact Info: ballumbie@dundeeparentcouncil.org

Parish Priest or Minister: Rev. James Wilson

Parish Address: Whitfield Parish Church
Haddington Crescent
DUNDEE

Section 3: School Information

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

Office Hours

The school office is open from 8.45am - 3.30pm.

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Ballumbie Primary also uses Twitter @BallumbiePS and text messages to communicate with parents/carers.

Appointments can also be made on request to meet with individual staff members or the senior management team.

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 16 August 2021 - IN SERVICE DAY (Staff resume)

Tuesday 17 August 2021 - Term starts (Pupils resume)

Friday 8 October 2021 - Term ends

AUTUMN HOLIDAY

Monday 11 October 2021 - Holiday starts

Friday 22 October 2021 - Holiday ends

WINTER TERM

Monday 25 October 2021 - Term starts

Thursday 11 November 2021 - IN SERVICE DAY

Friday 12 November 2021 - IN SERVICE DAY

Wednesday 22 December 2021 - Term ends

CHRISTMAS HOLIDAY

Thursday 23 December 2021 - Holiday starts

Wednesday 5 January 2022 - Holiday ends

SPRING TERM

Thursday 6 January 2022 - All resume

Friday 11 - Monday 14 February 2022 - Mid term

Tuesday 15 February 2022 - IN SERVICE DAY

Friday 1 April 2022 - Term ends

SPRING HOLIDAY

Monday 4 April 2022 - Holiday starts

Friday 15 April 2022 - Holiday ends

SUMMER TERM

Monday 18 April 2022 - Term starts

Monday 2 May 2022 - May Day (schools closed)

Thursday 5 May 2022

Thursday 2 June 2022

Friday 3 June 2022

Thursday 30 July 2022 - 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.

BOYS	GIRLS
White shirt and school tie Blue jumper or sweatshirt Dark grey trousers Black shoes/trainers PE shorts, t/shirt, gym shoes	White shirt and school tie Blue jumper or cardigan Dark grey skirt or trousers Black shoes/trainers PE shorts, t/shirt, gym shoes
Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.	

School Clothing Grants

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

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

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

Applications forms can be submitted online:

www.dundecity.gov.uk/eduforms

Section 4: School Policies & Practical Information

School Meals

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

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

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

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

Free School Meals

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

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

Instrumental Tuition

Tuition fees are currently free and instrument hire is £85.00 per year.

Section 4: School Policies & Practical Information

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

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

Emergency School Closure Procedures

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

Enrolment & Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you

Section 4: School Policies & Practical Information

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

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

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

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

School Absence procedures

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

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

Section 4: School Policies & Practical Information

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

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Section 4: School Policies & Practical Information

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

General Safety

1. Pupils are not allowed to leave the school grounds during interval
2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school

Promoting Positive Behaviour

Pupils are encouraged to adhere to our agreed school rules in order to promote high standards of behaviour and support a positive school ethos. These are as follows:

- Respect Yourself
- Respect Others
- Respect the Environment
- Be Safe

We also have agreed school consistencies, and these are:

- Terrific Transitions
- Lovely Lunchtimes
- Positive Playground
- Excellent Environments

Section 4: School Policies & Practical Information

Parents play an important part in the relationship policy of the school. When home and school work together this benefits the child greatly.

Our approaches to health and wellbeing endeavour to raise the pupils' self-esteem and create a positive atmosphere. These initiatives help pupils understand the concept of self-esteem and its relevance to behaviour, learning and relationships.

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 Children and Families Service.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/department-publications/Education>

Section 5: Parental Involvement

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

Our aims relating to parental partnership are:

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

At Ballumbie we involve parents and family members weekly in the life of the school through our online platforms, Twitter and lately our pilot programme Seesaw.

Ballumbie Parent Partnership:

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

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

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

All parents are welcome to come along to any of the meetings.

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

Section 6: The Curriculum

Curriculum for Excellence 3-18

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

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

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

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

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

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

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

Section 6: The Curriculum

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

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

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

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

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

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

Further curricular information can be found at:

www.curriculumforexcellencescotland.gov.uk

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

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

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

www.scotland.gov.uk/gettingitright

Religious Observance

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

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

Sensitive Issues

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

Section 6: The Curriculum

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and look at their written work to build up a picture of where each child is in their learning. Assessment tasks are planned and built into day to day learning activities.

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

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

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

Reporting to parents

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

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

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

Section 6: The Curriculum

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

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transition to Primary 1

At Ballumbie Primary all transition arrangements for nursery pupils are organised by Mrs Smith, Depute Head Teacher and Mrs Crowe, Early Years Teacher. They will oversee the enrolment process, parent evening organisation and pupil visits. Mrs Pinkman, Principal Teacher, Supporting Learners, will also oversee the arrangements for pupils who have attained a placement within Clepington Primary Enhanced Support Area.

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

Transfer to secondary school

When your child is due to leave Ballumbie Primary School at the end of Primary 7, he/she will be allocated a place at Braeview Academy or their catchment high 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 at Ballumbie work closely with Braeview Academy and provide a range of transitional activities throughout Primary 7. These include Primary School visits from Braeview's Guidance Staff and pupils, taster lessons – where children are invited to Braeview and are taught by secondary teachers in a number of subjects and also a 2 day visit to Braeview Academy where pupils follow a secondary school

Section 6: The Curriculum

timetable. Around this time, Braeview Staff meet with the Primary 7 teachers to discuss the needs of the children.

Cluster Group

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

Braeview Academy

Ballumbie Primary

Longhaugh Primary

Mill of Mains Primary

Fintry Primary

Quarry View Nursery

Ballumbie Early Years Centre

Fintry Nursery

Longhaugh Nursery

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

Section 7: Support for Pupils

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

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

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

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

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

Section 7: Support for Pupils

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

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

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

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

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

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

Section 7: Support for Pupils

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

Enquire - The Scottish Advice Service for Additional Support for Learning

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

a telephone helpline - 0845 123 2303

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

an online enquiry service

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

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

Let's Talk ASN

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

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

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

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

Section 7: Support for Pupils

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

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

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

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

Section 8: School Improvement

The School Improvement Plan includes the following key priorities;

Approaches to Learning Teaching and Assessment

- continuing to develop quality questioning skills - Higher Order Thinking skills (HOTS)
- the learning and teaching experiences developed through embedding cooperative learning

Developing the Curriculum

- developing approaches 1+ 2 modern languages.
- continue to develop and embed approaches to numeracy and maths using Conceptual Development of Number
- develop a clear progression to skill progression in PE

Meeting Learners' Needs

- Review and develop a cluster approach to effective transitions from nursery to P1, stage to stage and P7 - S1

Improvements through Self-evaluation

- build leadership capacity at all levels
- rigorous and robust self-evaluation leads to school improvement

Embedded in these priorities are how we plan to further involve parents in future improvements. Pupils, staff and the Parent Council have had an input into this process. Information is also shared through newsletters.

Section 9: Extra Curricular Activities

At Ballumbie Primary School we run a number of sports-based clubs at lunchtime and after school such as gymnastics, hockey, basketball, athletics and football. A number of teams are chosen from these to represent the school at matches and festivals. In addition to this we have a wide range of additional clubs such as dance, board games, fun games club, homework, computer and story-telling clubs. The Ballumbie school choir also performs at school assemblies, shows and many community events.

Since Ballumbie opened in April 2012, we have won two awards for our commitment to sport and extra-curricular activities.

We continue to be committed to providing learners with a range of activities to be involved in the wider life of the school, further develop social skills and provide opportunities for wider achievement.

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

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

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

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

You can access the updated notices at the following links:

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



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