



DYCE SCHOOL HANDBOOK 2019-2020

"AIMING HIGH"



WELCOME TO DYCE PRIMARY SCHOOL

Dyce School is a welcoming and friendly school, which offers teaching and learning across a broad curriculum. The Curriculum, which follows the recommendations of a Curriculum for Excellence offers pupils the skills and abilities to help equip them for a life beyond school.

We are very lucky to have an active and supportive Parent Council who regularly meet and support the school community well. Meetings are held termly basis and new members are always made very welcome.

Pupil's views are very important at Dyce and the Pupil Council represents and shares the views of the pupil body. Every Pupil in our school is a member of a Pupil Participation Group, which allows for school improvement by all.

Parents are kept informed through regular newsletters, Marvellous Me, Twitter, class blog, Learning Leaflets and our school website. Annual reports and parent/teacher evenings keep parents informed about their child's progress. Two-way communication is a key aspect of the partnership between school and home and members of the school community are encouraged to contact us at any time if a problem should arise or for further information.

We look forward to working with you all in the coming year.

Mrs E Shinnie
Acting Head Teacher



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SECTION 1

SCHOOL CONTACT DETAILS

CONTACT DETAILS

Dyce School
Gordon Terrace
Dyce, Aberdeen
AB21 7BD

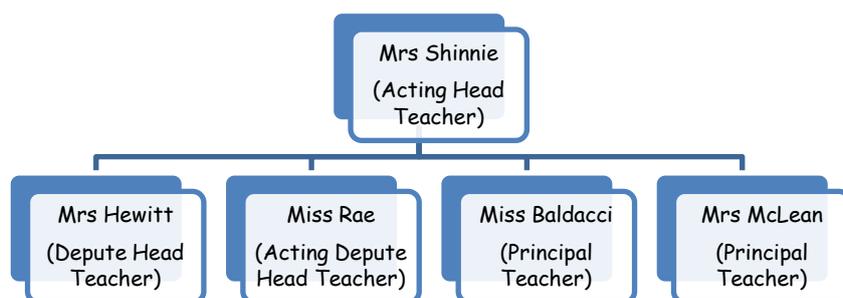
Telephone: 01224 772220

Website: www.dyce.aberdeen.sch.uk

Email: dyceprimary@aberdeencity.gov.uk

Dyce Primary School was opened in 1974. It is an open plan, non-denominational school situated on Gordon Terrace.

The current Senior Leadership Team is as follows:



The school has close links with Dyce Academy and its feeder primary school, Newmachar Primary School. The school also benefits and values the support from its parent body and from the wider community.

The current school role is just over 500, which caters for pupils from Nursery right through to Primary 7.

SCHOOL OPENING TIMES

NURSERY: MORNING = 8.40AM-11.50AM/ AFTERNOON = 12.30-3.40PM

PRIMARY 1-7: 9AM - 3.15PM (5 minute warning bell at 8.55am and 1.25pm)

BREAK = 10.30-10.45am

LUNCH = 12.15-1.15pm

Our School Office is open from 8.30am - 3.45pm.

ATTENDANCE

Parents must ensure that children are not absent without reasonable cause and should telephone the school to inform us of this absence before 9.30am. If we do not know the reasons for your child's absence, we will send a text to you to establish that they are safe. When phoning to report your child's absence school office staff have been instructed to ask for information about the absence. We are required to record the reason for the absence on our school system. An authorised absence is identified as an absence due to bereavement, education in another establishment, ill health and certain sporting/artistic/cultural events.

Pupils taking time off school to accompany their parents on holiday is **NOT** a legal right in Scotland. Parents must inform the Head Teacher in writing of their intention to remove a child from school during term time to go on holiday and the absence will be defined as unauthorised. Regular attendance at all stages ensures that pupils are able to benefit from the continuity of experience that the school has to offer.

If your child is late arriving to school, they should report to the front office and be signed in by their parent. We have a school attendance officer who regularly monitors children's attendance and will contact you if the attendance does not improve. Parents returning or collecting children during the school day for appointments should always report to the front office. Children should not be dropped off in the car park unaccompanied.

COMMUNICATION

Clear communication between home and school is essential to maintain strong partnership links. Parents are kept informed via school newsletters, group call (text messages), the school website, twitter, Marvellous Me and termly learning leaflets, which provide key pieces of information e.g. PE days. Please use your child's homework jotter/diary to communicate with the class teacher.

CONCERNS AND COMPLAINTS

If you have any concerns about your child or their education then please get in touch at your earliest convenience. If you wish to speak to a member of staff, please organise a mutually convenient appointment via the School Administrator. Please try and resolve issues with class teachers first then Mrs Hewitt or Miss Rae. The office team will be able to advise which Depute will be able to help depending on your concerns.

If you feel that the matter needs to go further, then please contact the Acting Head Teacher, Mrs Shinnie. All members of the Leadership Team can be contacted through the school office.

Effective two-way communication will ensure a happy partnership to the benefit of our pupils. We will always make every effort to resolve any problem. However, on the rare occasion where people remain dissatisfied, they can take further action by using Aberdeen City Council 'Absolute Customer Commitment' forms which are available from the School and also Marischal College.

Scottish Public Service Ombudsman

Under the Scottish Services Act 2002, members of the public have the right to complain to the Public Services Ombudsman about services that they receive from public bodies, including local authorities. The Ombudsman has the power to investigate complaints against Aberdeen City Council in relation to maladministration and service failure. This includes the power to investigate maladministration in the internal organisation and management of schools. The Ombudsman does not have power to investigate professional educational matters. The Ombudsman may investigate matters where there is a claim that there is a member of the public who has sustained injustice or hardship in consequence of maladministration, service failure or other as appropriate.

A complaint must be submitted within 12 months after the day in which the person aggrieved first has notice of the matter complained of, unless the Ombudsman is satisfied that there are special circumstances which make it appropriate to consider a complaint out with that period.

Members of the public may contact the Ombudsman direct. Individuals may also give written authorisation to a representative to act on their behalf, e.g. MSP or local councillor. Complaints should normally be made in writing to:

Scottish Public Services Ombudsman
4 Melville Street
Edinburgh
EH3 7NS

Tel: 0800 377 7330 or call 0131 225 5300

Fax: 0800 377 7331

Online Contact form: www.spsso.org.uk/online-form

Website: <http://www.spsso.org.uk/>

Freepost Address:

The Scottish Public Services Ombudsman
Freepost EH641
Edinburgh EH3 0BR

Copies of Ombudsman's information leaflet and complaints form may be obtained by visiting <http://www.spsso.org.uk/information-leaflets>

TOURS AND VISITS TO SCHOOL

If you have been offered or are seeking a place for your child in our school then you are more than welcome to come in and have a tour of the school. Please contact our school office who will arrange a mutually convenient time for doing this.



SECTION 2

SCHOOL ETHOS

Our Vision

At Dyce School our vision is for the school to be one. This is continually developing and is at the heart of the local community. At Dyce everyone is encouraged to Aim High and to be proud of their own and each other's achievements. We want a school where everyone is a leader of their own learning.



At Dyce School:

We aim to



ensure all learners are safe and happy



care for and respect our school and the people in it.



always be looking at ways to develop excellent learning and teaching skills



celebrate all achievements within our community



keep developing links with parents and the wider community.

SCHOOL ETHOS

School Ethos is integral to everything about Dyce School. We are committed to providing high quality learning opportunities for all. Our motto is for everyone to "Aim High". High but attainable standards of work and behaviour are expected and by showing concern for the well-being of the individual, we aim to foster a happy and safe environment. We value positive attitudes, praise and encouragement. We seek to maintain a partnership with pupils, parents and the wider community through effective communication.

ACHIEVEMENT

We believe that it is very important to capture the achievements of our pupils in the widest sense as we recognise that many of these take place outside school. We encourage all pupils and parents to inform us of any achievements they make outside of school through the school office. Achievements are celebrated through the school newsletter, website, classrooms and assemblies. We also have a wider achievement display in our main corridor.

ACHIEVEMENT RECORD AT DYCE SCHOOL

- Science - PSQM Silver Award (Primary Science Quality Mark) for our work in delivering high quality science to the children in our school. Attained - July 2014
- Rotary Quiz Local Winners - 2017 and 2018
- Young People's Award 2018 - Digital Technology

ASSEMBLIES

Assemblies are held regularly and are times for the whole school to meet together as well as stages. Not all assemblies are of a religious nature but the moral and social aspect is common to all of them. Our School Chaplain, Manson Merchant, also leads assemblies on a regular basis. Children regularly showcase learning through class assemblies, which allows sharing of learning throughout the school.

HOUSES

All staff and pupils belong to a House and can earn house points by being exceptional. These Houses are Dunnottar, Crathes, Glamis and Slains. Siblings are kept in the same houses.



All Pupils and Staff have the opportunity to earn House Tokens for being 'Exceptional'. These are achievements that are deemed to be exceptional for that particular individual as we encourage pupils to 'Aim High'. Every House has their own House Captain and Vice-Captain. These children are in Primary 6 and 7 and are voted for.

Each term there is a house winner who receives an in school treat such as a disco or film. The overall winner receives an extra treat in the summer term.

Inter-house Competitions take place throughout the school year to really ensure that our House System is integral to the life of the school. House T-shirts can also be bought to wear during PE.

PROMOTING POSITIVE BEHAVIOUR

We have high expectations of all our pupils and behaviour is no different. It is hoped that parents and staff will take responsibility in fostering desirable attitudes and standards of behaviour. The school asks parents to co-operate with staff in encouraging their children to adopt a caring attitude towards others and to develop self-discipline.

In general terms the behaviour of our pupils is usually of a high standard. We expect pupils to go to and from school in a sensible way and be punctual for all activities. Pupils are expected to give careful concentration to the work assigned to the class, whether oral, written or practical, and have the appropriate equipment, materials or clothing for work being undertaken. The emphasis is always on Positive Behaviour management and children are made aware they are responsible for their own behaviour. Adults and children aim to follow our School Values and individual class rules.

In the event of any misbehaviour the appropriate steps are detailed in our Positive Behaviour policy. We are currently developing this Policy to support restorative conversations to support pupils.

Further information on promoting positive behaviour and a positive ethos is available from

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

PUPIL PARTICIPATION GROUPS

We feel that it is important that all pupils are given the opportunity to belong to a group that has the responsibility for an aspect of the school, e.g. Pupil Council. All pupils are asked at the beginning of the school year to identify which group they would like to be a part of. These groups are led by pupils and meet regularly. Staff members oversee and support the pupils. Some examples of pupil groups are:

ECO SCHOOL

Our school is working towards Green Flag status in the Eco School Awards. We are continuing to develop the school's Eco activities in themes such as recycling, litter, health and wellbeing, school travel, school grounds, water and energy. Dyce has an Eco group, which is developing an Action Plan which will include all classes.

PUPIL COUNCIL

Our Pupil Council was established in 2015 and work closely with our Management Team. Each class has a representative who puts forward ideas on how they see the school moving forward. They are also responsible for producing 'The Pupil Voice' Newsletter termly.

RIGHTS RESPECTING SCHOOL

Our school is working towards UNICEF Rights Respecting Schools accreditation at Bronze Level. Our aim is to teach children the rights that all children should have across the world. The rights form the basis of school and class charters. Everyone in the school has a responsibility to respect and allow others to enjoy their rights.

LANGUAGES

The Languages group have been working hard to ensure that our school welcomes and embraces that languages from other countries. Having pupils from so many countries really brings a uniqueness to our school. Look out for the world map in the corridor that lets you see just how far some have come from.



SECTION 3

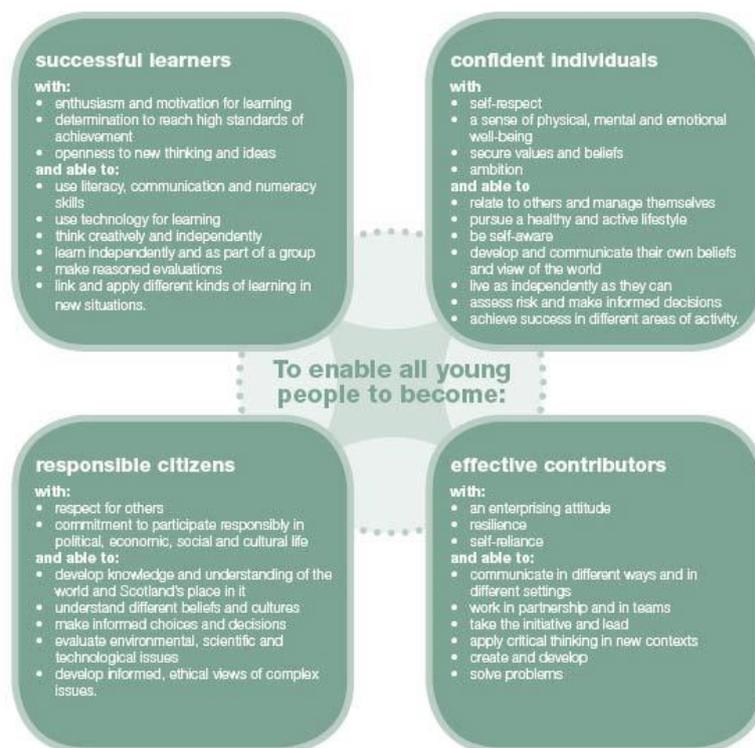
THE CURRICULUM, ASSESSMENT AND REPORTING

The Curriculum

The curriculum at Dyce is based on "A Curriculum for Excellence" guidance from Scottish Government. Curriculum for Excellence (CfE) is the name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole "learning journey" from 3 to 18, and in some cases, beyond.

"Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated."

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



The purpose of Curriculum for Excellence is to allow all young people to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The framework is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty as well as those who are particularly able or talented.

LEVEL	STAGE
EARLY	The Pre-school years and Primary 1, later for some.
FIRST	To the end of Primary 4, but earlier or later for some.
SECOND	To the end of Primary 7, but earlier or later for some.
THIRD/ FOURTH	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
SENIOR PHASE	S4 to S6, and college or other means of study.

Curricular Areas

The curriculum is delivered through the following curricular areas:

Expressive Arts
 Health and Wellbeing
 Literacy and English/ Modern Languages
 Numeracy and Mathematics
 Religious and Moral Education
 Sciences
 Social Studies
 Technologies

The principles which underpin the curriculum are:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

The following provides a summary of what we are aiming to achieve across the curriculum. We ensure that Literacy, Numeracy and Health & Wellbeing is a feature across all learning and that children learn in real life contexts as far as possible in order to make connections in their learning. We promote learning that is active and engaging and promotes pupil ownership.

Expressive Arts

Art and Design, Dance, Drama and Music are all taught within 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. Mrs Hamilton regularly works with our school for additional Music lessons. Classes are selected to attend the Aberdeen Music Festival annually.

Health & Wellbeing

As we are a health promoting school, the health and wellbeing of everyone in our school community lies at the heart of everything we do. Health is a fundamental part of the curriculum and children are encouraged to develop healthy lifestyles. Our Health Education programme focuses on the mental, emotional, social and physical wellbeing of our pupils.

Pupils have 2 hours of physical education each week and learn to develop skills in a range of sports and activities. Our pupils are also given the opportunity to participate in various sporting activities through Active Schools partnership and other after school clubs. Pupils participate in Sex Education. This usually takes place in the Summer Term. Class Teachers will always make parents aware of when they plan to deliver these lessons as well as general content.

Literacy & English

An understanding of English Language is essential if pupils are to make satisfactory progress in school. Language is a key skill outside the school environment and later life. Literacy consists of Listening, Talking, Reading and Writing and these are very closely linked in the learning process. Children are encouraged to listen carefully and effectively, talk confidently and fluently, read with understanding and enthusiasm and write with expression and accuracy.

Numeracy & Mathematics

Mathematics is used in everyday situations as well as in the workplace. Our pupils are always encouraged to think about how learning will help them in real life situations. The majority of our staff have received recent training in Big Maths, which supports Mental Agility being taught consistently. Mathematics comprises of:

- Information Handling: gathering, organising, displaying and interpreting data.
- Number, Money and Measurement: learning to add, subtract, multiply and divide, as well as to work with money, time, length, weight, area and volume.
- Shape, Position and Movement: learning about the properties of 2 and 3 dimensional shapes and to understand position and movement

Religious & Moral Education

In Religious and Moral Education, pupils will have opportunities to learn about the beliefs, values, practices and traditions of Christianity and Other World Religions. This is important in order for our pupils to develop empathy, tolerance and respect for others and so learn to value diversity and combat prejudice and discrimination. You have a right to remove your child from religious observance.

Science

Throughout their time here at Dyce, the children should have the opportunity to experience all areas of the Science curriculum, including Planet Earth, Energy in the Environment, Forces and Motion, Life and Cells, Communication, Materials and Topical Science. Integral to our Science framework is the focus on environmental awareness and working as a school community to be eco-friendly.

Social Studies

Social Studies will give the pupils opportunities to look at the world around them in historical, current and geographical contexts, including local areas, Scotland and the wider world. This is particularly important to ensure that our pupils develop an understanding of their heritage.

Technologies

The Technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work related experiences and outcomes in Craft, Design, Engineering, Graphics, Food and Textile. ICT permeates the curriculum and there are a range of devices and software to support learning across the curriculum. This is important in order to prepare the pupils for the modern world of technology. We are delighted to now have a class set of I pads to further support pupils learning and teaching experiences.

Education for Global Citizenship and Enterprise

In Dyce we promote lifelong learning and encourage everyone in our school community to be active and effective citizens. Our pupils have opportunities to be involved in a variety of enterprise activities which help them to develop skills which will enable them to communicate well with others, work as part of a team, listen well, organise ideas, make decisions, take responsibility, follow instructions, solve problems, stick to a task, cooperate with others, plan things out, reflect, speak confidently and have fun. The Global Citizenship group take a lead in this area.

NURSERY CURRICULUM

In the Nursery we aim to provide a secure, stimulating play environment through the provision of equipment, materials and activities which are structured by Nursery teachers and Early Years Practitioners.



The Curriculum for Excellence begins at Early Level in the Nursery environment. Early learning in the Nursery is further developed in the Early Stages Department and continuity exists in the experiences provided and the equipment used by the children.

Early childhood is valid in itself and is a part of life, not simply a preparation for work or for the next stage in education. Learning is holistic, not compartmentalised under subject headings. We aim to meet the physical, emotional, social, aesthetic, moral and intellectual development needs of each child.

In line with guidance contained in **A Curriculum for Excellence** and **How Good Is Our Early Learning and Childcare**, our programmes aim to facilitate children's development in Knowledge and Understanding of the world, Physical Development and Movement, Expressive and Aesthetic Development and Communication and Language.

Young children learn through play and their interaction with their environment and with the people around them. Attitudes and behaviour patterns established early in childhood provide the foundation for future social, emotional and educational development.

ASSESSMENT



We believe that assessment is an integral part of effective learning and teaching. The process helps teachers to evaluate each child's progress and next steps.

Informal assessment takes place as part of day to day normal classroom activities. When appropriate, specific assessment tasks are set by teachers often at the end of a block of work. Our pupils are also encouraged to take ownership of their learning by being reflective, engaging in self/peer assessment activities and through personal goal setting.

Annual assessments take place in the form of **Baseline Assessments**.

- **SNSA** assessments will be carried out in Primary 1, Primary 4 and Primary 7.
- **Baseline** assessments take place at the start of each school session and support teacher's professional judgement. These focus on Phonics, Spelling, Reading, Writing and Numeracy.

As part of the assessment process, a full, written report is given towards the end of the academic year to inform you of your child's progress. Children are involved in this process as teachers comment on their strengths and next steps. There is also an opportunity for parents to comment on the report and we encourage this feedback.

Furthermore, we normally hold two sets of parent interviews during the school session. The first will usually take place in September/October and is a curricular evening. This allows parents and teachers an opportunity to gain insights into how the child is adjusting to his or her new stage and the work that is being completed. The second is in the second half of the school year and is a formal meeting.

Out with these formal times both staff and parents are encouraged to communicate in response to a perceived need.

REPORTING

Communication between school and home about a child's learning and achievements can take many forms e.g. Learning Leaflets, Marvellous Me (app which shares positive learning during the school day), sharing performances or events, meetings and formal reports.

Formal reports are designed to be one part of the process, to provide you with information and to help you understand how you can support your child's learning.



SECTION 4

PARENTAL INVOLVEMENT

PARENTAL INVOLVEMENT

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning through supporting learning at home, home school partnership and parental representation.

We welcome parents to come in to school to help out as often as possible. Requests for helpers are put out at the start of each school year. Please contact the school office if you would like to offer help in some way.

FAMILY FRIDAY

Family Friday takes place on a termly basis. This is an opportunity for Parents to come and join in the learning in the classes and see their child in their learning environment. These afternoons were positively received and it is hoped that we will be able to not only continue these but expand on the opportunities for Parents to be involved in their child's learning more often. Dates for this school session will be provided on our school calendar, which is available on our website.

HOMEWORK

Parents are encouraged to support their pupils during Homework tasks. They should also sign the homework to show that the child has shared their homework. Each class teacher will provide specific guidance on the Homework related to their class at the start of each new session. Our whole school Homework Policy overview is provided in your child's homework jotter at the start of the year. This allows you to see clear progression throughout the school.

SCHOOL EXCURSIONS

At Dyce School we try to create as many opportunities as possible for our pupils to go on Education trips, particularly through Interdisciplinary Learning. These trips would not be possible without parents volunteering to accompany classes on these trips.

PARENT COUNCIL

As a statutory body the aims of our Parent Council are:

- To work in partnership with the school for the benefit of the pupils
- To represent the views of parents/carers (the Parent Forum) on the education provided by the school and other matters affecting the education and welfare of the pupils
- To promote contact between the school, parents/carers, pupils and the community
- To report to parents forum on the work of the Parent Council.

Members of the Parent council as a rule generally have a child in the school. The Chairperson must have a child in the school but the group can decide to co-opt members on to the group.

What does the Parent Council do?

As parents and carers you are automatically members of the Parent Council - everyone is welcome to attend meetings, which are held once a term during term-time on a Tuesday at 7pm in the staff room. Even if you are unable to attend meetings you can still get involved by volunteering at events or by providing assistance in school during the day. Alternatively you might be able to lend your expertise to a specific project or activity, such as project management, grant applications, communication or bikeability.

How can I help the Parent Council?

At the AGM each year new office bearers are elected by the parent body. The key positions are Chairperson, Vice Chairperson (fundraising), Secretary and Treasurer. Any parent or carer is invited to volunteer for any of these roles.

In addition we have a number of sub groups which focus on specific activities such as Fundraising, Bikeability, Communications or Special Projects such as the playground redevelopment.

One parent from each year group volunteers to help relay information to the parent body.

Where does our money go?

We are regularly in contact with School to see the type of things that the school would benefit from in order to continually improve our children's education. Our current fundraising focus is on redeveloping the playground to create an inspiring outdoor learning environment for the children.

Here are just some of the things we have done with our money -

- New playground and gym equipment
- Donation to each class for Christmas Crafts
- Sound system for the gym hall
- iPads
- Restocking the library
- All school trip

Your support, however big or small, is so important to supporting the school. We appreciate that it is not always possible to attend meetings - that's OK, you can still get involved at a time that is convenient to you.

The Parent Council Committee for 2018/19 is:

Chair	Lynsey Dalgarno
Vice Chair (Fundraising)	Samantha Caird
Secretary	Nicola McAllister
Treasurer	Amanda Chapla Hopkins

*At time of print the details for 2019/2020 Session is not available as the AGM has not yet taken place.

Class Reps

Each year group has representatives who will feedback any important information from meetings. If you are unsure of who this is then please get in touch with either school or the Parent Council and we can provide more details.

To get involved with any of these activities or for more information please email: PCDycePrimary@aberdeen.npfs.org.uk, find us on facebook: @DycePrimaryPC or visit the Parent Council section of the school website.

Social Media Guidelines

The purpose of this guidance issued by Aberdeen City Council is to make us aware of our obligations and responsibilities when using Social Media both towards the school and our children. It is very important that we be made aware of these obligations as Scottish common law states that there is "an implied duty of trust and confidence between the school and the parent council."

The document acknowledges that Social Media- including sites such as Facebook and Twitter but also group texts and emails- can be a powerful and useful tool in the running of a Parent Council. However, parents and carers are reminded of the risk of posting anything which is negative or emotionally biased.

Here are some of the key issues raised:

- Remember that everything you post is traceable
- Consider the long term consequences of what you post and try to avoid posting in the heat of the moment
- There are procedures for schools to follow when dealing with negative comments on Social Media- this can result in police involvement

In light of this advice from the council, Dyce School Parent Council have agreed to continue using email as a main tool of communication, as other Social Network pages are very difficult to regulate and it is not possible to prevent unwelcome comments. We also have a parent council page on the school website.

Finally, it is our responsibility as parents and carers to ensure we demonstrate the same moral examples we expect from our children: *"Everything our children hear, see and feel is recorded onto a cassette. Guess who is the big star in their movie? You are. What you say and more importantly what you do is recorded there for them to replay over and over again."* (anon)



SECTION 5

SUPPORT FOR PUPILS AND TRANSITIONS

ADMISSIONS AND ENROLMENT

The school specific information should also be read in conjunction with "Enrolling Your Child in school", "A Guide to Education, Culture and Sport Services" at www.aberdeencity.gov.uk.

Nursery Class

Enrolment takes place in January. A child may start Nursery the school term after his/her third birthday. The authority advert in the local paper will notify parents that applications will be taken throughout **JANUARY**. Parents should contact the school to complete application forms, taking their child's birth certificate. Places are allocated in line with the authority policy and a waiting list is kept for unsuccessful applicants. Priority is given to children who live within the school's catchment area as per the Council's Policy. Further details can also be found on the Council website.

Primary and Secondary Zone

All schools in Aberdeen serve a local zone. School zones can be found in a Guide to Education, Culture and Sport Services at www.aberdeencity.gov.uk.

Primary 1

All children who will reach the age of five on or before the start of the new school session in August 2019 should start primary school in August 2019. Children who reach the age of five after the start of the new school session in August 2019, but before the last day of February 2020 may also be enrolled for primary school in August 2019.

Please visit the following link to begin the admission process for your child:

<https://www.aberdeencity.gov.uk/services/education-and-childcare/starting-primary-1>

Deferred Entry to School

If your child will turn five after 20 August 2019 but on or before 29 February 2020, you may choose not to enrol them at school until August 2020.

Children with August to December birthdays are not automatically entitled to an additional year of early learning and childcare. We will only provide a place where there is a sound educational reason to defer. Requests are considered by a panel in February 2019. The staff at your child's early learning and childcare centre will help you to complete a request form.

If you choose to defer entry to primary school and the child has a January or February birthday, the child will be guaranteed an early learning and childcare place in his/her deferred year. You only need to complete a standard application form.

Enrolling in Secondary School

Every household is located in a school zone. If you want your child to attend your zoned secondary school, you don't need to do anything as they will be enrolled automatically if they already attend their zoned primary school.

If your child attends an out-of-zone primary school, they will not be transferred automatically to the secondary school associated with it. Instead, they will be given a place at the secondary school zoned for your address.

You will need to apply for a school place if you:

- want your child to go to a different secondary school than the one zoned for your address.
- are applying for a place after the start of the school year.

https://integration.aberdeency.gov.uk/service/School_applications__apply

All Other Classes

You now need to apply for primary and secondary school places online. You need to do this whether you are applying to start school for the first time or applying to move between schools.

Only a parent or legal guardian can apply for a place at a school on behalf of their child. You should submit one application for each child. If you are applying for more than one school, you can do this on the same application form.

If you want your child to start school in the [August term](#), you'll need to apply by Friday 15 March 2019. If you apply after the deadline we will not be able to assess your application until all of those we have received on time are completed.

If you want your child to start school at any other time, you can apply at any time throughout the year and we will deal with your application as soon as possible. Please visit the link below for more details and to apply:

<https://www.aberdeency.gov.uk/services/education-and-childcare/apply-school-place>

SUPPORT FOR PUPILS

Additional Support Needs

Dyce School provides a fully inclusive educational environment. For some of our pupils, their needs are met through team teaching, shared time within the mainstream classroom and further intensive support being given through our Enhanced Provision. Interval and lunchtime periods allow further integration in a social situation. In addition, we also make provision for children with additional support needs, which may range from physical learning to behavioural.

A child has Additional Support Needs if they need extra support, compared with their peers, to get the most out of school. This does not just mean doing well academically but also covers help with other aspects of being at school. For example, they might need support with developing confidence or making friends. It is important to remember that the way in which something affects one child can be very different from the way it affects another. Also, additional support is not fixed and can vary in terms of the duration that this is required. Here are just a few examples of situations which might impact on a child's learning:

- Difficulties with family circumstances, e.g. family breakdown, bereavement, illness
- Disability or health issues
- Having English as an additional language
- Social and emotional difficulties
- Being particularly gifted

Most children with additional support needs follow a curriculum, which is adapted to their needs. Communication and consultation between home, school and any other agencies involved with the child, are the keys to effective inclusion of children with additional support needs. For some children an Individualised Education Plan (IEP) or Child's Plan will be created.

School Doctor

The School Doctor's input could be requested to support in a variety of ways and appointments take place to meet any medical needs your child may have.

Speech and Language Therapy (SALT)

Following consultation with parents/carers we may feel that there may be a time when your child would benefit from a referral being made to SALT. They design individual programmes to meet the language and speech development needs of the child.

Educational Psychological Services

The school's educational psychologist works in partnership with school staff to help children and young people achieve their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting would be helpful. If the concern is about a child, the school will ask the parents' or carers' permission to hold a consultation meeting. This is a problem-solving discussion led by the educational psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate.

The aim is to agree a plan of action to bring about positive changes for the child or young person.

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school without the involvement of an educational psychologist.

School staff will contact the educational psychologist if they feel that she/he would be able to help. It is possible for parents/carers to request the involvement of an educational psychologist by contacting the Educational Psychology Service directly. However, where possible, it is best to seek the involvement of an educational psychologist with the help of school staff.

TRANSITIONS

We take great care to make transitions from nursery to primary, from stage to stage and in P7 to secondary a positive smooth process.

Starting Nursery And Nursery To P1

There are Induction Meetings during the summer term for parents of Nursery and Primary One pupils. These meeting will give parents information about Dyce School Nursery and the induction process for both stages. Parents will be able to meet staff and have a look around the school.

For all new nursery pupils, there is a stay and play session after school where parents and their children can come along and have fun in our nursery. This will give the children an opportunity to meet each other and the nursery team.

There is a programme of activities for the nursery children at Dyce who are moving into Primary One. These include:

- Playing in the Primary One areas
- Visiting the Dining Hall for snack
- Meeting and playing with buddies
- Playing in the playground at break
- Opportunity for parents to accompany their child for school dinner at the start of Primary 1

For children who do not attend our nursery setting, a member of staff will visit all city nurseries to meet the child in their setting and speak with the staff and share transition information. There is a city wide sharing of information from the children's report to transition information sheets to ensure continuity and progression.

Primary 7 To Secondary 1

This is a very exciting milestone in a primary pupil's education and we recognise that it can also be anxious time for pupils and parents. There are clear procedures in place for transitions to any new academy, whether it is Dyce Academy or otherwise, to ensure that any worries are addressed and pupils are familiar with the new school building, prospective teachers and future peers. A calendar of key events is in place for schools to follow and all important information is passed on appropriately.

Dyce Academy
Riverside Drive
Dyce
Aberdeen
AB21 7NF

01224 725118

Stage To Stage

As pupils move through the school, there are clear processes in place for pupils as they progress from Nursery to Primary 7. All teachers ensure that there is a detailed handover of important information about individuals. Pupils also get the opportunity to meet their new teacher several weeks before the end of term. Where a pupil is moving to another school, all information regarding the pupil is passed on as appropriate.

Additional Transition

Some pupils require additional support with transitions between stages. Each pupil will be supported as appropriate and, when appropriate, meetings will be set up to discuss these with parents.

ENHANCED PROVISION – ABERDEEN CITY COUNCIL

The Authority is committed to inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000.

It is the aspiration of Education and Children's Services to utilise its resources and expertise to ensure that almost all children can be supported in their learning within their local school. This will be a gradual change which will ensure, where possible, that children will no longer have to travel away from friends and family to access the support they need.

All primary and secondary schools can already provide interventions for children and young people with additional support needs. Schools can access expertise from a range of specialist services including Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to a more specialised provision for a period of time or access to a Special School Placement. As a parent or carer you will be fully involved in decisions about your child, your views are invaluable in helping us design appropriate supports.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively. If your child is recognised as being in need of targeted support, a Child's Plan will be put in place. Parents, pupils and agencies supporting your child will help develop and review the plan to make sure that it is supporting your child. Levels of support within the staged intervention framework are categorised as follows:

Universal support: support delivered by the class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

Targeted support: support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services.

Specialist/ Multi-agency support: support delivered by the school and others, which is likely to be highly individualised.

Support given may be short term or longer term, but will be reviewed on a regular basis to make sure your child is making good progress.



SECTION 6

SCHOOL IMPROVEMENT AND SCHOOL POLICIES

QUALITY ASSURANCE AND IMPROVEMENT PLANNING

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. The Standards and Quality Report measures performance against a set of national quality indicators and include information about the main achievement of the school. The report evaluates progress on the schools previous years improvement plan. The school gathers feedback on progress through a variety of processes such as questionnaires and surveys.

SCHOOL IMPROVEMENT PLAN

The school prepares an annual Improvement Plan following consultation with Parent Council, Parent Forum, pupils and staff. These are submitted to the authority and available through newsletters and the school website ("The School">"School Policies").

STANDARD AND QUALITY REPORT

A report is produced annually about the school and its performance. This is available from the school website or from the school office.

POLICIES

All our school policies are continually being updated and the most recent updates can be accessed through our school website. If you would like to access Aberdeen City Council policies then these can be found the Council Website.

<http://dyceschool.edublogs.org/the-school/schoolpolicies/>

ANTI-BULLYING POLICY

We have an Anti-Bullying Policy which is put into practice by all staff and pupils. We want our pupils to feel secure and happy at school and so we aim to create an ethos in which everyone understands what bullying is, actively disapproves of it and takes action to stop it. Pupil Support Assistants and buddies encourage cooperative play. Children are helped to become aware of what bullying is through assemblies, drama, circle time and discussions in classroom settings.



SECTION 7

PRACTICAL INFORMATION (A-Z)

PRACTICAL INFORMATION - A-Z OVERVIEW

CHILD PROTECTION

The protection of the children in our care is of paramount importance to us. Schools are required to report if we think any child or young person has come to harm as a consequence of possible abuse. **The Head Teacher** is the named person with responsibility for Child Protection matters. Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school. As a school we have good contacts with medical officers, social workers and the police - any or all of whom may be involved if abuse is suspected.

We will always ensure that you are informed and participate in any action that we may initiate regarding your child. However, where there is a possibility that a child may be at risk, the school is required to refer the child to social work, the police or the Children's Reporter and under these circumstances, the parent may not be contacted first.

CLASS SIZES

The Scottish Education Department regulations recommend that the maximum class size is 25 in P1, 30 in P2 and P3, 33 P4-7. Our policy is to create as favourable pupil/teacher ratio as can be achieved within current staffing guidelines. Often, it is necessary to create a mixed age class or classes (composite classes). In the creation of a composite class, every consideration is given to the social, emotional and educational needs of individual children. The maximum size of a composite class is 25 pupils and children are taught with regard to their own educational requirements. A leaflet with different questions surrounding composite classes is distributed to any pupil who will be placed in a composite class. These leaflets can also be obtained from the school office on request.

DATA PROTECTION

Local Authorities and Scottish Executive Education Department (SEED) collect data on each child. The data collected and transferred covers areas such as entitlement to free school meals, whether a pupil is looked after by his/her local authority, date of birth, postcode etc. Pupil names and addresses are collected by local authority but are not passed on to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for research and statistical purposes only. 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. The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act (1998). We also comply with National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

DOMESTIC PETS

It is Aberdeen City Council's policy that no pets should be allowed into any part of the establishments and this included playgrounds and car parks. Please ensure you do not take your dogs into the playground or near to the gates as some children are scared.

EDUCATIONAL OUTINGS

Educational visits are vital learning experiences to enrich the curriculum. We are fortunate to be located in such an inspiring environment! We will regularly visit the park and surrounding area throughout the year. Parents are requested to sign a permission slip at the start of the session allowing their child to work spontaneously in our surrounding area. Where excursions require transport, you may be asked to make a contribution towards the costs. The Parent Council are committed to subsidising outings in negotiation with the school at the start of the term. We aim to monitor costs incurred by

these visits and should you require help with payment, please do not hesitate to contact a member of the leadership team (see page 7). We are committed to using external providers and the outdoor environment to ensure a rich tapestry of opportunities is given to your child's learning. The preparation for an excursion includes a detailed risk assessment by the teacher to ensure your child's safety. We welcome any parents who are able to assist on any visits throughout the year.

EMERGENCY CLOSURE PROCEDURES

In the event of adverse weather conditions parents should listen to local radio for information as to school closures. The Aberdeen City Council website will also display information about school closures. This information will be updated daily. Parents can access this at www.aberdeencity.gov.uk/closure. The Aberdeen City Council School Information Service line can also be used by calling **0870 054 1999**. The pin number for Dyce School is **011310**.

If weather conditions deteriorate during the day, or if there is a power failure, storm warning or such, the Head Teacher may make a decision to close the school. Parents will be contacted and may be asked to make arrangements for their child to be collected. We ask that you keep Emergency contact details up to date for this purpose. Whenever possible, we will try to send out a Group Call to alert parents this way.

EMERGENCY CONTACTS

It is essential that parents provide school with their daytime contact telephone number and with the address and telephone number of a neighbour, relative or friend who may be contacted if parents are unavailable, should a child become ill or have an accident. It is vital that parents keep the school informed of any changes to these contacts. It is very distressing for staff and pupils if a child needs a parent and we aren't able to contact them.

EXTRA-CURRICULAR ACTIVITIES

Children have the opportunity to participate in a variety of activities out with school hours. The selection of activity depends upon the availability of staff and parents willing to supervise and run these sessions. The school will always have a programme of current activities.

Active Schools is a national initiative that aims to get "More Children, More Active, More Often". Active Schools is funded by **sportscotland** and Aberdeen City Council and is managed by Sport Aberdeen. We work closely in partnership with Active Schools who organise a host of sporting opportunities for children of all ages to become involved in. More information can be found at <http://www.sportaberdeen.co.uk/activities/kids/activeschools/active-school-groups/dyce/>.

FIRE DRILL

Fire Procedures are displayed prominently throughout the school. A Fire Drill is held once a term and all visitors to the school are asked to familiarise themselves with these procedures and the location of fire exits on entry in to the school.

FIRST AID

School staff will administer basic first aid to pupils who are hurt. We have qualified First Aid Staff within the school and in the event of any first aid being administered a slip will be sent home for parents to sign and return to school. Parents will be informed if a child suffers a head knock or if the qualified First Aid staff feel that professional help and advice is to be sought. If a child becomes unwell in school, their parent or emergency contact will be informed should a child need to be taken home or need medical attention.

HEALTH ISSUES

Great emphasis is placed on the health, welfare and safety of the children. Dyce is a Health Promoting School. Through our teaching and learning programmes we aim to promote the health, fitness and wellbeing of every child. We endeavour to promote healthy lifestyles and equip the children to make informed choices about their own health, fitness and wellbeing. We encourage the children to bring a healthy snack to school every day.

Furthermore, the school nurse, is based at Dyce Academy who is our first point of contact to support you with health matters concerning your child and family. Other medical professionals routinely carry out checks on children. If necessary parents will be advised of any requirement for further investigations e.g. referral to the eye clinic, dentist, or G.P. Parent's permission is required for medical examination. The information is confidential between the parent(s) and medical officer. The school is not routinely informed of any medical matters affecting your child.

Parents are requested, however, to inform the school about any relevant medical conditions which might affect the child's educational experience at the school.

HEAD LICE

Please ensure that you regularly and routinely check your child's hair for head lice. If you should find any please treat with the solution recommended by your Pharmacist. The school must be informed of any infestation.

HOMEWORK

We have a whole school homework overview that will be shared in your child's homework jotter at the start of the year. All pupils will have some work to complete every week, which develops lifelong learning skills. Homework should be well explained to the children by their class teacher, be related to class work and matched to the needs and abilities of the individual child. We hope parents will

support and encourage their child to complete homework set. Work may consist of Literacy activities such as reading, spelling or comprehension work; Numeracy such as problem solving, number bonds and learn its or consolidation of class work. Our homework policy is available on the school website.

INSURANCE

No insurance cover is held by Aberdeen City Council to provide automatic compensation to pupils in the event of personal accident or death. It is parents' responsibility to insure their child if they feel it is appropriate. Aberdeen City Council holds Third Party liability insurance which indemnifies the Council for claims from Third Parties who have suffered illness, loss, injury or damage arising from the negligence of the council or its employees. This information is brought to parents' attention in order that they may take whatever action they feel appropriate.

INTERNET

Every classroom in school has access to the Internet. Our Internet code of conduct applies at all times, in and out of school hours, whilst using school equipment. Parents and older pupils are expected to sign an Internet code of conduct agreement on admission to school. We aim to increase Internet safety as well as instilling a responsible attitude to using technology. Our Police Liaison Office also works with Primary 6 and 7 pupils on using the Internet responsibly. We have a class set of I-pads, which classes are able to use to support learning. Using Technology across learning is hugely important.

LOST PROPERTY

All items of lost property are kept in each unit. We strongly advise that all items of removable clothing are named. Lost property is usually disposed of at regular intervals throughout the school year. Advance notice of this disposal is given to pupils and parents so that checks can be made on potential lost items.

MEDICATION IN SCHOOL

If a child needs to have medication during the school day ideally we would recommend that either the child goes home at lunchtime, or a parent comes to school to administer the medicine. Where this is not possible, parents are asked to complete a written request, available from the front office or download on the school website that will be attached to the prescribed medication. Medicines sent to school without such an agreed protocol will not be administered.

In the case of children suffering from asthma, parents need to inform the school of any restrictions that need to be applied and any medication that has been prescribed for routine as well as emergency treatment. Children who are asthmatic should have an extra inhaler kept in school for their use. Written instructions are required as to how and when these should be used. Parents are also requested to ensure that any such inhalers are replaced annually. Parents of children who suffer from epilepsy, diabetes or anaphylactic shock are required to inform the school of the appropriate emergency treatment. In such cases a written protocol will be compiled and signed by all relevant parties.

MONEY

When sending money to school, parents are asked to ensure that it is in a sealed envelope or bank bag and has the child's name on it as well as the reason for it being sent to school. It is recommended that whenever possible cash should not be sent to school. Cheques are preferred and should be made payable to Dyce School, or Aberdeen City Council for school lunch cards.

MUSICAL INSTRUMENT TUITION

Instrument Teaching is extra to the curriculum and involves release from normal class. The tutors involved select pupils and the number selected depends not only on aptitude but also on availability of tutors and instruments. Fees are paid directly to Aberdeen City Council and parents are billed appropriately.

PARKING

Parents are reminded that we actively encourage children to walk or cycle to school to avoid congestion and traffic in the school area. We request that parents reverse park when parking in the car parks and do not obstruct other vehicles. Cycle racks are available for pupils to store their bikes. These should be padlocked securely and pupils leave these at their own risk. Please be respectful of those who live nearby the school when parking for school events. Blocking drives and parking disrespectfully gives us a bad reputation. Only disabled badge holders should park in the disabled spaces. Please note that the car park behind the school is for staff only.

PERSONAL BELONGINGS

We advise that children leave all items of value at home, including mobile phones. If you feel your child needs to have a mobile phone, you should contact the school. It is essential to name all items of clothing and personal belongings (see Lost Property). For safety reasons pupils should wear minimal jewellery to school and items must not be worn for P.E. lessons.

PHOTOGRAPHS/VIDEO/DIGITAL IMAGES

The school photographer visits the school annually to take photographs of class groups as well as individual and sibling groups. Information about dates, costs and arrangements is sent home in newsletters. In addition, school staff will often photograph children in class, on excursions, taking part in sports etc. These images can be displayed in class, on display boards in school and on the school website. Written parental permission to display these photographs is required. Permission slips are issued to all new entrants and are available from the school office.

ROAD SAFETY

Aspects of road safety are taught regularly throughout the school. From Nursery to Primary 7 good road sense is reinforced. Visitors

from Road Safety unit and Police help the children develop good traffic sense. They are encouraged to use crossing patrollers if necessary. In Primary 6 children are offered the opportunity to receive Bikeability training. It is important that parents set good role models for children by observing safety rules in particular when collecting/dropping off children by never parking/stopping on the safety yellow zig zag lines.

SCHOOL HOLIDAYS

Details of Term/Holiday/In Service Days are sent home in the regular newsletters and also appear on the Council website (see below). We actively encourage holidays to be taken during holiday time and avoid absence from school.

http://www.aberdeencity.gov.uk/education_learning/schools/scc_SchoolHols.asp

SCHOOL MEALS

School meals are available every day and are prepared by the kitchen staff on site. All Primary 1 to Primary 3 pupils in Scotland are entitled to a free school meal. In June 2017 we have started to make use of the cashless system for School Meals. Parents make payments through the council and pupils then use their card to select their meal each time they are having a school meal.

Information about free school meals is available from the School Office.

Children who bring a packed lunch should remember to name their packed lunch box.

SECURITY

Aberdeen City Council has installed secure door entry systems in all primary schools. Parents and carers should note that their point of access to the school is by the main entrance. Children arriving late must report to the front office. All staff in school wear photograph identity badges. All volunteers also wear ID Badges. DISCLOSURE SCOTLAND has screened all parents who help regularly in class. Your child's safety and security are our priority.

TRANSPORT

Transport is provided to and from school for children, in the school catchment area, who live beyond the statutory walking distance. Application forms for free transport can be obtained from the school office. Parents of pupils who live out with the school zone are responsible for the transport of their children.

UNIFORM

We expect pupils to be neatly and suitably dressed at all times. There is a school uniform and we actively encourage our pupils to wear it. The uniform is:

- School sweatshirt/cardigan, Red P1-3, Blue P4-7;
- white polo shirt;
- black/dark grey trousers, shorts or skirt,
- dark grey pinafore or red/blue gingham dress
- indoor shoes must be brought for pupils to change into (we take pride in our school and this avoids mud being trailed in)
- house coloured gym shirt, black shorts, gym shoes/trainers with non-marking sole for PE.
- waterproof coat

Our School uniform is available online from Tesco and from The Dugout on George Street. Coloured gym t-shirts to match the School Houses are available from the school office.

Other Clothing Requirements

We ask that pupils bring a change of footwear for indoor use in order that the fabric of the building is preserved in good condition.

Art/craft

A long sleeved overall or old shirt for creative activities is essential.

Schoolbag

A waterproof bag of a reasonable size will be needed for carrying books. It is essential to name all items of clothing and personal belongings. We advise that children leave items of value at home.

Clothing Grant

A clothing grant is available to families in need. Information and forms can be obtained from Aberdeen City Council, or from the school office.

WET WEATHER PROCEDURES

At the start of the day pupils should not arrive too early as there is no supervision in the playground or in the units before 9 a.m.

Children are expected to be outdoors at morning break and after they have finished lunch. Parents should ensure that their children come to school adequately attired for our normal variable weather. The Head Teacher will decide if and when children will be accommodated indoors. It is expected that all pupils keep a 'wet playtime' activity in school. This could be a novel, colouring book or quiet game. Each classroom also has some appropriate activities.

Our School Handbook is updated annually to reflect the life of the school. We make every effort to ensure that the information you receive is up to date. All information included within this Handbook was accurate when printed in January 2019.

If you have any suggestions of what should be included in this Handbook to make it more informative then these would be much appreciated.

