



From mountain to sea

# Arnage School

Handbook

2017/18



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# Introduction to Arnage School

Welcome to Arnage Primary School. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child settles and enjoys his/her time with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit and we value that the education of children is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations. Early communication from parent or school will help to promote this partnership also.

## School Contact Details

Mrs Kerry Lawrinson	01358 701233
Arnage School	
Auchnagatt	<a href="http://www.arnage.aberdeenshire.sch.uk">www.arnage.aberdeenshire.sch.uk</a>
Ellon	<a href="mailto:arnage.sch@aberdeenshire.gov.uk">arnage.sch@aberdeenshire.gov.uk</a>
Aberdeenshire AB41 8UX	
Parent Council Email:	<a href="mailto:arnagepc@gmail.com">arnagepc@gmail.com</a>

## Adverse weather and emergency closure

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Information Line 0370 054 4999 [021220] (Please do not use this line to leave messages for the school.)

**Arnage School** is a non-denominational school with a role of 35. The school serves Ellon Academy catchment area.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

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## **Relationships and partners...**

Arnage School is situated in a rural setting and has a small intake therefore children learn in multi composite classes and may be taught by the same teacher for a number of consecutive years. Teachers plan for children to learn as individuals, in groups, as a class and at times as a whole school. Learning in a small school affords children with more opportunities for practical application of skills, to take on responsibilities and contribute significantly to the ethos and life of the school and the community.

The class teachers, pupil support assistants, and visiting specialists formulate our small core learning and teaching team.

Teachers and pupil support assistants have whole school responsibilities for learning, teaching and assessment in the three responsibilities of all

- Health and wellbeing across the curriculum
- Literacy across the curriculum
- Numeracy across the curriculum

We have also identified our key strengths, expertise and talents across the contexts and curriculum areas. Teachers have responsibility for leading the planning, teaching, assessment and moderation of their areas of expertise.

Being in a class with children of different ages has a number of advantages.

- Children will often be grouped according to how much and how well they are learning at a particular level rather than by their age.
- Generally learning with children of different ages and stages provides opportunities for children to revisit prior learning and reinforce understanding but they are also aware of next steps in learning as they observe and listen while others are being taught.
- Many children in multi-composite classes are driven and ambitious in their learning, eager to attain and achieve as well, if not better than their older peers.
- Whole class learning conversations benefit from open and honest contributions often from younger learners to more in-depth and thoughtful contributions often from older learners.
- Teachers, PSAs and children know each other very well

However learning with the same group of children for a consecutive number of years is challenging therefore teachers at Arnage School:-

- Are ambitious for and have high expectations of learners at all times
  - Use agreed responsibilities to maintain high standards of achievement
  - Carefully plan to ensure progression in skills and knowledge are taught through a four year programme of relevant and flexible contexts.
  - Use the significant aspects of learning and progression frameworks when planning for learning
  - Share learning intentions and agree success criteria and assessment evidence
-

- Use plenaries to support learners to reflect upon, document and gather evidence of their learning so that they understand how much and how well they have learned and can plan for next steps.
- Aim to make as many connections as possible and enable as many learning conversations as we can by embedding the use of Glow in our learning, teaching and assessment approaches. We will use the school site newsfeed, cluster site and relevant national sites.

### **Who we learn with**

Locally, our learning community comprises of the children who are enrolled at Arnage School, their parents and carers, teachers, support staff and members of the community. There is a strong sense of community and this enables us to plan for learning experiences with parental and community support.

Our local learning community is relatively small therefore we strive to make connections beyond Arnage School with Ellon Cluster Schools, other schools in Aberdeenshire, Scotland and beyond. We encourage partnerships with artists, authors, bakers, biologists, chefs, dancers, engineers, gardeners, historians, journalists, museum curators, scientists, technologists, other experts, organisations, charities and more, to enable us to learn from and with a Scotland wide and at times global learning community.

### **Where we learn**

Arnage School stands on a slight rise in the North-East corner of Central Aberdeenshire, on the side road to Stuartfield, 6 miles north of Ellon. It has magnificent views across the surrounding farming area, which it serves.

Our location informs our progression of learning contexts, bundling of experiences and outcomes and our learning, teaching and assessment approaches.

### **The school day...**

Primary 1 – 7	9.00 am - 3.15 pm
Interval	10.35 am - 11.00 am
Lunch	12.30 pm - 1.20 pm

**Our staff team.....**

The school currently has two classes consisting of 17 (P1-3) and 18 (P4-7) pupils respectively. Arnage School has 1 full-time Head Teacher, 2 part-time teachers and 1 full-time probationer teacher. There is also support from a variety of specialist teachers including Support for Learning, French, PE, Art and Music. These specialist teachers are shared across the Ellon Cluster and the timetable varies each term.

The Active Schools Coordinator provides a range of additional active and sporting activities for the children.

The teachers and learners are supported by a Pupil Support Assistant, an Administrator and an Admin Support Assistant, a school cook, a cleaner and a part time janitor.

**SESSION 2017-2018**

Head Teacher	Mrs K Lawrinson
Class Teacher (P1-3)	Mrs S Alcaraz
Class Teacher (P4-7)	Mrs R McFarland / Mrs S Mathias
Learning Support	Mrs I Jamieson
Pupil Support Assistant	Mrs F McCalman
P.E.	Ms L Fowler
Music	Mrs D Astley
Art	Mrs J Connell
French	Ms L McBoyle
Administrator	Mrs E Campbell
Admin Support Assistant	Ms P Smith
School Cleaner	Mr S Roufenach
School Cook	Mrs V Wheeler
Bus Company	Victoria Coaches, Peterhead
Janitor	To be confirmed

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# Our Vision, Values and School Ethos

## School Aims and Values

*Arnage School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.*

We aim to prepare our learners for the society in which they are going to live. We hope to equip our children with the skills necessary for life in our modern society by enabling them to develop as successful learners, confident individuals, responsible citizens and effective contributors.

### **Our aims are:**

- To provide a stimulating, welcoming and safe environment in which to learn
- To raise attainment, encouraging all children to work to the best of their ability
- To foster good relationships between school, parents and the community
- To encourage the Continuing Professional Development of staff so that learners are always offered quality teaching
- To ensure equal opportunities for learners in our school and promote inclusion for learners through Early Intervention and close links with Ellon Community Schools Network
- To support all learners including those with additional learning needs
- To encourage learners to be tolerant, respecting and appreciative of the feelings and views of others
- To provide sufficient and appropriate resources to support learning
- To maintain effective self-evaluation procedures to ensure learners receive a quality education
- To value and promote health and wellbeing among learners and staff

### **At Arnage, we value:**

- Commitment to learning
  - Respect for self, others and the environment
  - A sense of belonging and responsibility
-



## **Positive Behaviour Management**

Positive Behaviour Management is a vital component in helping Arnage School to achieve its aims and values. Our Positive Behaviour Management Policy also provides our learners with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Learners, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

## **Golden Rules**

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible learners are asked to obey the following rules.

1. We are gentle. We don't hurt others.
2. We are kind and helpful. We don't hurt anybody's feelings.
3. We listen. We don't interrupt.
4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

## **Promoting Positive Behaviour**

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers and public display. Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed in the classroom and corridors.

## **Bullying**

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is not bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is not bullying. Sustained victimisation is. The

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crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our learners, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Arnage school are few and far between.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

### **Restorative Approach to Bullying Behaviour**

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, often breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all learners including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

### **Exclusion**

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to

[http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

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# Curriculum

Within Arnage School, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

## Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

## Curriculum Entitlements

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A cohort curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.

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Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral education
- Sciences
- Social Studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas. Attainment and Achievement in these areas are regularly assessed and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

Curriculum for Excellence is structured into different levels.

**Early** The pre-school years and P1, or later for some.

**First** To the end of P4, but earlier or later for some.

**Second** To the end of P7, but earlier or later for some.

**Third** S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

**Fourth** 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.

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## ***Development of Spiritual, Moral, Social and Cultural Values***

### **The Development of Pupil's Values**

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all learners have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at <http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

### **Religious and Moral Education**

Throughout the school there are opportunities for learners to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our learners an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its learners as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
  - Promoting social and moral learning through the way in which disciplinary issues are handled.
  - Ensuring staff and adults within the school provide positive models for learners.
  - Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
  - Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
  - Providing opportunities within the curriculum to advance personal and social development.
  - Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
  - Providing a programme of moral education.
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- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our learners and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

### **Relationships, Sexual Health & Parenthood**

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood. This is part of the health and wellbeing curriculum.

***‘Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.’***

(Education Scotland)

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media.

Key learning themes from nursery through to P7: are as follows:

#### **Early Years – P4**

- Friendships and relationships
- Carers and people who look after us
- Respect and appropriate behaviour
- Keeping safe
- Similarities and differences
- The growing body and body parts (correct terminology)

#### **P5/6/7**

- Wide ranging friends and relationships
- Health and wellbeing of others
- Changing relationships
- Respect and appropriate behaviour
- Emotional issues
- Puberty and personal hygiene
- Keeping safe
- Giving birth
- Looking after a baby
- Role of a parent/carer

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:

- Physical development – e.g. menstruation, reproductive parts
  - Sexual behaviour (e.g. masturbation)
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Contraception and safer sex  
Sexually transmitted infections  
Sexuality and gender

## **Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education**

### **Parents/carers/guardians**

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school and to actively support the work of the school.

### **School**

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as; homework tasks, questionnaires, training, workshop and information sessions.

### **Using Appropriate Language**

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.

In early and lower primary the curriculum focus is on:-

- handling and understanding relationships
- personal and physical changes
- respecting oneself and others

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Head Teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

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## **Drugs Education/Substance Misuse**

### **The Aims of Substance Misuse Education**

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in the Aberdeenshire Policy. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Arnage School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

## **1 1+2 Approach to Language Learning in Aberdeenshire**

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Arnage School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk).

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of

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need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

## 2 Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at:

[www.arnage.aberdeenshire.sch.uk](http://www.arnage.aberdeenshire.sch.uk)

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

### **Policy for Scottish Education:**

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

### **Early Learning & Childcare:**

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

### **Broad General Education (Pre-school – S3):**

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

### **Senior Phase and beyond (S4 – 16+):**

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

### **National Qualifications:**

<https://education.gov.scot/nationalqualifications/>

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# Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘**SAY**’ where a pupil may have presented to the class or teacher.

‘**WRITE**’ where a pupil may have some written evidence e.g. end of unit/topic.

‘**MAKE**’ where a pupil may have created a model or poster.

‘**DO**’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

**From August 2017, new national standardised assessments** are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This is held in the pupil’s classroom.

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

## **Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)**

*In the Senior Phase pupils embark on the National Qualifications.*

*As pupils enter this phase they are set an **aspirational target grade** for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through **TRACKING Reports**.*

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Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

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# Transitions (Moving On)

We understand that transitions especially at P1 and S1 stages can be anxious times for parents and learners. At Arnage School we have arrangements in place to support transitions and these are outlined below.

## **Transfer to Primary 1**

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children including your child's buddy and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting, wherever possible, in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc.

Our prospective P1's also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Parents are also invited to join their P1 children for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to prospective P1 parents around April.

## **Transfer to Secondary Education**

Most children from Arnage School attend Ellon Academy in Ellon. (Telephone Number 01358 720715).

Arnage School is part of the Ellon Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 learners spend 3

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days at Ellon Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Ellon Academy where information will be shared and questions can be asked.

Liaison between Arnage Primary and Ellon Academy is very good. During the P7 year, learners have many opportunities to join with P7 learners from the other Ellon Community Schools Network. Transition art projects, sports festivals, trips, invites to the academy pantomime and other ad hoc activities are arranged for P7 learners to get together.

Information about our P7 learners is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Ellon Academy staff also visit our learners in Arnage Primary where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Arnage School will support any alternative transition arrangements wherever possible.

Placing request forms are available from the school.

### **Transitions between Stages**

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the learners transferring from class to class. Around June of each year “step up” time is also arranged where learners can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and learners.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

Visit Parentzone for more information about transitions:

<https://education.gov.scot/parentzone/my-child/transitions>

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### 3 Admissions

#### Nursery Admissions.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

<http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>

#### Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

<http://aberdeenshire.gov.uk/schools/information/primary-school-registration/>

### 4 Placing requests & School Zones

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

### 5 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, and computer literacy and customer service.**

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

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# Support for Children and Young People

## 6 Getting it Right for Every Child

Getting It Right FEC is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Wellbeing of children and young people sits at the heart of the Getting it Right for Every Child approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland's children and young people.



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at Arnage School to feel happy, safe and supported to fulfil their potential.

### Getting It Right for Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

'Getting It Right for Every Child' is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families

- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Active
- Healthy
- Responsible
- Achieving
- Respected
- Nurtured
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to;

<http://www.girfec-aberdeenshire.org/what-is-girfec/>

## 7 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. The

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Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or parent/carer to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern.

For more information you can contact your child or young person's Named person directly, or go to:

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

*Here at Arnage School the Named Person for your child/young person is:  
Mrs Kerry Lawrinson*

## 8 Educational Psychology

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

<http://aberdeenshire.gov.uk/schools/eps/>

## 9 Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The

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enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

For more information on all of our resources and policies go to:

<http://asn-aberdeenshire.org/>

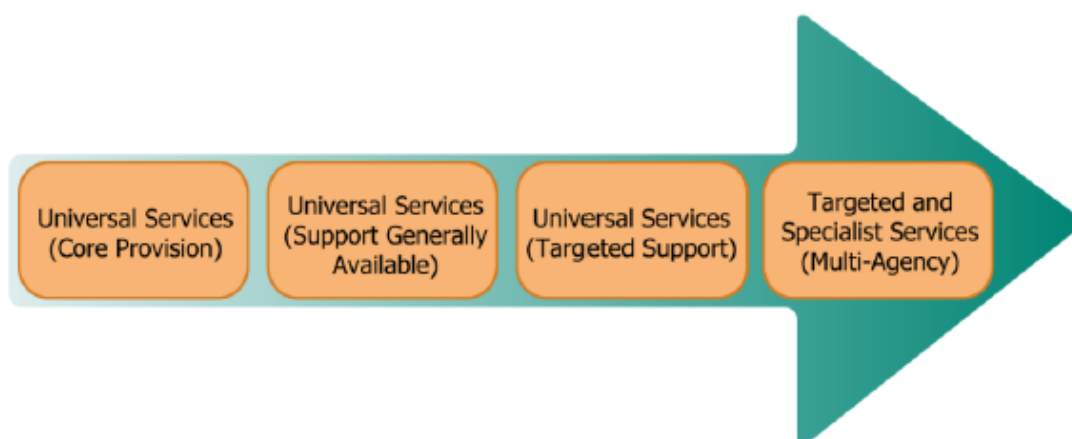
## 10 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general ‘hands-on’ support in relation to the needs of the class and individuals’ care, health and wellbeing and safety and to ensure a secure and safe environment.

## 11 The Child’s Plan

The Getting It Right approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire’s staged approach to assessment and planning for individual children and young people, shown below.



For a small minority of children or young people, there might be higher levels of need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child’s Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child’s Plan will be discussed with them and their parents/carers. An assessment

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would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will help to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

## 12 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within ***Arnage School*** we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children's Reporter. Here at ***Arnage School*** the designated officers are: Mrs Kerry Lawrinson and Mrs Sheila Mathias

Remember – if you suspect abuse, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns:

**Social Work** Monday to Friday during office hours contact your Children & Families local Social Work Office

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

**Police** Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

- stay calm and listen to them
- never promise to keep it a secret – tell them you must let someone else know
- remind them that they are not to blame and are doing the right thing
- report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire's children and young people is everyone's business, go to:

<http://www.girfec-aberdeenshire.org/child-protection/>

## 13 Further Information on Support for Children and Young People

The following websites may be useful:

**Getting It Right for Every Child (GIRFEC)**

<http://www.girfec-aberdeenshire.org/>

**Aberdeenshire Council**

<http://www.aberdeenshire.gov.uk/schools/additional-support-needs/>

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**Support for All**

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

**Enquire**

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



# Parent & Carer Involvement

Here at Arnage School, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

**Aberdeenshire Parents Charter. (See Appendix)** These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

## Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

## 14 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

## 15 Communication.

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Home/School Communication Books
- Emails
- Telephone calls
- School Website:
- Social Media:
- Newsletters:
- Events
- Praise system
- Open days/mornings/afternoons

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child's progress, wellbeing and behaviour (see Appendix).

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## 16 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

## 17 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact your Head teacher.

## 18 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

[www.arnage.aberdeenshire.sch.uk](http://www.arnage.aberdeenshire.sch.uk)

And also the access the range of home learning materials on:

[www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)

## 19 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parental views, ideas, opinions along with creating the opportunity to draw upon parent skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our **Parent Council**, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson (insert name) or Head teacher for more information about getting involved in the Parent Council or email: [arnagepc@gmail.com](mailto:arnagepc@gmail.com)

## 20 Collaborating with the Community

Arnage School and our staff strive to work with the many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences and opportunities. If you are interested in working with the school, please contact the Head teacher.

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# School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are currently being uploaded to the school website and will be found by clicking the parents tab at the top.

Please go to: [www.arnage.aberdeenshire.sch.uk](http://www.arnage.aberdeenshire.sch.uk)

**All Aberdeenshire Council Education policies can be found here:**

<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-children-s-services-policy-framework/>

## 21 Attendance

***What pupils need to know:***

**Lateness:** If you are late to school, please come to the front door and ring the buzzer where a member of staff will let you in. Once in the school building you must go to your appropriate cloakroom area and get ready for class as quickly as possible before entering the class quietly to ensure minimal disruption to the rest of the class. Please ensure you speak to your teacher to inform them of the reason for your lateness.

**Permission for absence from school:** For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place out with the school day.

**If you are absent:** Your parents are responsible for informing the school of your absence. This can be by phone call, email or letter via a sibling. Unexplained absences will be followed up by a phone call to your parent soon after 9.30am. Repeated calls will be made until your whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

**If you feel ill,** tell your class teacher immediately and they will send you to report this to the school office. If appropriate, office staff will arrange for you to be collected from school.

***What parents needs to know:***

The school follows the Aberdeenshire Attendance Policy:

[http://www.aberdeenshire.gov.uk/media/19805/attendance-policy\\_april-2015.pdf](http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf)

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Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

## 22 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

## 23 Arnage School Dress Code

We encourage all learners to wear school uniform. This helps to instil a sense of pride and team spirit within our school. Uniform can be purchased at any time from Tesco (<https://www.tesco.com/direct/ues/>)

School uniform consists of

- a navy blue sweatshirt – with or without the school logo
- white or navy polo shirt – also available with the school logo
- black, grey or navy skirt/trousers, checked dress for summer wear
- a navy fleece and a navy waterproof jacket with the school logo is also available
- indoor shoes, preferably black gym shoes, should be worn

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

PE kit of shorts and t-shirt, all kept in a gym bag. Parents will be informed of the times for PE as these may vary during the session. All children need to have a pair of gym shoes available every day.

With regard to safety, the wearing of jewellery is not permitted during PE lessons. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

The school requests that football team tops and designer garments are kept for home use as these can provoke conflict amongst the learners.

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

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## 24 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/>

## 25 Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Contact your school for more details.

## 26 Early Years Transport

Transport to early year's settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

## 27 Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school. For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/>

## 28 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.

## 29 School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

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***If children are at school...***

**School transport contractors** have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to a designated location.

**Public service vehicles** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

***Before the start of the school day...***

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Headteachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

**Northsound 1**

FM 96.9

**Northsound 2**

MW 1035 kHz

**BBC Radio Scotland**

FM 92.4 - 94.7 MW 810 kHz

**Moray Firth Radio**

FM 97.4 MW 1107 kHz

**North East Community Radio**

FM 97.1 - 106.4

**Waves Radio**

FM 101.2

**Original 106 FM**

**Twitter**

<http://twitter.com/aberdeenshire>

**Aberdeenshire Council Website**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

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You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

### **School Information Line**

Tel: 0370 054 4999 then **021220**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

## **30 Storm Addresses**

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

## **31 Change of address and Parental Contact Details**

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

## **32 School Meals**

It is Aberdeenshire Council policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

For more information and how to apply for **Free School Meals**, go to:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/free-school-meals/>

For information about **school meals and menus** go to:

<http://www.aberdeenshire.gov.uk/schools/meals/>

Aberdeenshire Council provides an **online payment service to pay for school meals**.

To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

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The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/>

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically prescribed or modified diets should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

### **33 Healthcare & Medical**

Every child's health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP's advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

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The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Admin-of-Meds-and-Healthcare-2016.pdf>

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

### **34 Exclusion**

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to:

[http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

### **35 Educational Visits**

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life out with school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits their children will participate in.

### **36 Instrumental Tuition**

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Arnage School some pupils currently receive tuition in viola.

For further information go to:

<http://aberdeenshire.gov.uk/schools/ims/>

### **37 Comments, Compliment & Complaints**

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied

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about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

<http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

## 38 Support for parents/carers

### For more information on Support and Advocacy contact: KEEP

Enquire, Princess House  
5 Shandwick Place  
Edinburgh EH2 4RG  
Helpline: 0845 123 23 03  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

### For local advocacy contact: KEEP

Advocacy North East  
Thainstone Business Centre  
Inverurie  
Aberdeenshire  
AB51 5TB  
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

### Independent Mediation Services KEEP

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1<sup>st</sup>  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:

[www.sclc.org.uk](http://www.sclc.org.uk)

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### **39 Insurance**

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or out with the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

### **40 School Off Site Excursion Insurance**

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

### **41 Data we hold and what we do with it.**

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a

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'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

## **42 How Does Aberdeenshire Council Hold and Store Pupil Data**

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

## **43 Parental Access to Records**

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/for-the-public/personal-information/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record>

## **44 ScotXed**

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **45 Information Sharing**

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 1998 and Human Rights Act 1998 adheres to this as part of our current routine practice.

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## **46 Freedom of Information**

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

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# Appendix

## **School Improvement Plan**

Available to view in the document section on the school website  
<http://arnage.aberdeenshire.sch.uk/>

Paper copies are available to view from the school office (01358 701233).



## Members of Parental Groups

*Parent Council – arnagepc@gmail.com*

Chairperson	Mrs V Cunningham
Vice Chair	Mrs S Walsh
Secretary	Mrs K Smith
Treasurer	Mrs K Watson
Members	All Parents are welcome



## **Attainment Data**

For information on the school attainment data, please click the link below:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

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**School Events Calendar & holidays**

<b>2017</b>	
Monday 21 <sup>st</sup> August	In-Service Day – school closed to pupils
Tuesday 22 <sup>nd</sup> August	School re-opens to pupils
Friday 13 <sup>th</sup> October	School closes for October Holiday
Monday 30 <sup>th</sup> October	School re-opens to staff and pupils
Monday 13 <sup>th</sup> November	In-Service Day – school closed to pupils
Tuesday 14 <sup>th</sup> November	In-Service Day – school closed to pupils
Friday 22 <sup>nd</sup> December	School closes for Christmas Holiday

<b>2018</b>	
Monday 8 <sup>th</sup> January	School re-opens to staff and pupils
Friday 9 <sup>th</sup> February	Occasional Day
Monday 12 <sup>th</sup> February	Mid Term holiday
Tuesday 13 <sup>th</sup> February	In-Service Day – school closed to pupils
Wednesday 14 <sup>th</sup> February	In-Service Day – school closed to pupils
Thursday 29 <sup>th</sup> March	School closes for Easter Holidays
Monday 16 <sup>th</sup> April	School re-opens to staff and pupils
Monday 7 <sup>th</sup> May	National Holiday
Monday 4 <sup>th</sup> June	Occasional Day
Friday 6 <sup>th</sup> July	School closes for holiday
Monday 20 <sup>th</sup> August	In-Service Day – school closed to pupils
Tuesday 21 <sup>st</sup> August	School re-opens to pupils

Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

## **Assessment Calendar**

The Scottish Government is introducing new, national standardised assessments in aspects of reading, writing and numeracy, for all children in P1, P4, P7 and S3. These are intended to replace the various standardised assessments currently in use in schools across Scotland. The results from the standardised assessments will provide an additional source of nationally consistent information to inform teachers' professional judgement, both when planning next steps and when considering whether Curriculum for Excellence levels have been achieved.

The new national standardised assessments will provide an excellent source of evidence for teachers to use when assessing children's progress. It is important to recognise, however, that ongoing assessment is, and will continue to be, a central part of everyday learning. Teachers will continue to draw on the full range of assessment activity when considering children's progress and planning the next steps in their learning.

The Scottish National Standardised Assessment (SNSA) system delivers online assessments and makes reports available immediately after completion. More information can be found on the [SNSA website](#). The Assessment Calendar is yet to be confirmed.

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## Yearly plan of learning

Whole School Plan of Learning – Event Calendar			
Term 1	Term 2	Term 3	Term 4
TechFest – Science	STEM – Science Centre Visit	Active School – Hockey or Rugby	Daffodil Tea - Enterprise
Formartine in Bloom Competition	Parent Council – Halloween Event	Robert Burns Day Celebrations	Reports to parents/carers
Enterprise - MacMillan Coffee Morning	Bonfire Night – Guy Fawkes	P7-S1 Transition Meetings with Ellon Academy	Transition Events (Playgroup – P1, P3-P4, P7-S1)
Harvest Assembly	Remembrance Day	P6/7 Residential Trip with neighbouring schools	Health Week
Parents Evening	Children in Need Event	Easter Celebrations	Sports Day
	Christmas Fayre, Show, parties & lunch	Curriculum Open Evening	Prize Giving
	Visit to His Majesty's Theatre (panto)		Leavers Assembly & Party

The table above is a guide to **some** of the planned learning activities that the pupils are involved in annually.

Map of catchment area

