



TOWIE SCHOOL and NURSERY HANDBOOK

Glenkindie, Alford, Aberdeenshire,
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"The only way is education."

January 2017

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at Towie School as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012'.

Please note - "Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person.

This document is available in alternative formats (Please contact the Head Teacher).

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.



Dear Parent,

WELCOME TO TOWIE SCHOOL AND NURSERY

This booklet is intended to provide parents/carers with information about Towie School so that they may have a better understanding of its organisation and general aims.

At Towie your child is important to us and it is our aim to ensure that they find the school to be an exciting and meaningful place in which to learn. To help us do this we try to create an atmosphere where they can feel secure and happy. In order to achieve this aim we also welcome the support and co-operation of parents.

At Towie School, we aim to do our very best for your children, helping them not only to reach their full potential in all areas of the curriculum as successful learners, but also to develop into effective contributors, confident individuals and responsible citizens.

We look forward to working with you in partnership and we hope that you will share with us in making this a happy and successful period in your child's life.

We trust that parents will find the contents of this booklet helpful and that it will encourage the necessary liaison between home and school. Please feel free to contact us with any suggestions for improvements.

Yours sincerely,

Sally Milne

Head Teacher

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Section 1

General School Information

SCHOOL CONTACT DETAILS

School name: **Towie School and Nursery** Head Teacher: **Sally Milne**
Telephone Number: **019756 41247**
Nursery Number -: As above
Website: **www.towie.aberdeenshire.sch.uk**
Email Address: **towie.sch@aberdeenshire.gov.uk**

Type of School - Towie School is a Primary school with a Nursery

Present Roll Nursery - 20 a.m. Primary - 52

For further information about the roll and structure of classes please see coloured section at the back of this book.

Denominational Status - Towie School is a non-denominational school.

The school does not teach by means of the Gaelic Language.

All Aberdeenshire Schools are Co-educational, providing education for both boys and girls.

Information Line 0870 050 6222 (school pin no. 0227 306 994) (Please do not use this line to leave messages for the school.)

Adverse weather and emergency closure -

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

Please see pages 22-24 for further information regarding adverse weather and emergency closures.

Contact details for:

Quality Improvement Officer for Alford:

Area Education Office

Queen's Road

Stonehaven

Tel: **01569 766960**

Director of Education, Learning and Leisure

Mrs Maria Walker Tel: **01224 665420**

Woodhill House

Westburn Road

ABERDEEN

Towie School Background Information

Towie School



Towie School is situated amongst the rolling hills of Donside, some 13 miles from Alford, the nearest large centre of population. The School's catchment extends for a radius of approximately 10 miles, serving the population of outlying glens as well as the hamlet of Glenkindie. There has been a school on the present site for about 130 years. Until the 1960s, Towie School was a junior secondary. As well as three classrooms, the school has a large general purpose room (GP room) used for PE, Drama and other activities. We are fortunate too in having a separate dining room, kitchen and our own cook.

Towie School provides education for children aged 3 - 12 i.e. from ante-pre school nursery - P7.

Towie Primary School has 3 full time teaching staff and a nursery teacher and Early Year's Practitioner who work mornings only. The Head Teacher is class committed. Specialist teachers help with the delivery of ICT, Music, Modern Languages and Physical Education. We also have visiting specialists who provide support for learners one day each per week. The school also

works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.

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

The staff are supported by 1 School Administrator, 1 Clerical Assistant, 2 Pupil Support Assistants, 1 School Cook, 1 Cleaner and a part time Janitor.

On leaving Towie Primary School the pupils transfer to Alford Academy. Towie School is part of the Alford Community Schools' Network and works closely with the other schools in the Network.

Community links are a valued part of school life. The school has a very supportive Parent Council who support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

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

HMIe last inspected the school in 2007, with a follow up visit in 2008. The school is accredited at commended level as a Health Promoting School and has a bronze Eco School Award. We are working towards accreditation as a Rights Respecting School and received the Recognition of Commitment award in December 2014.

For further information about classes and teachers please see the section at the back of this handbook.

VISITS OF PROSPECTIVE PARENTS

Prospective parents can contact the School Office and request an appointment to come and visit the School/Nursery and meet with the Head Teacher. During this visit you will get a tour of the School/Nursery and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

ADMISSION/ENROLMENT/SCHOOL ZONE

Nursery Admissions

Every child is entitled to a free part-time education place at the start of the term following their third birthday.

There are 19 places available in Towie Nursery. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional needs in accordance with the Children Scotland Act. Health & Social Services usually identify these children and put forward applications to a multi-agency panel that considers each case in terms of need. Where a child is unsuccessful in gaining a place at Towie Nursery, an alternative provision will be offered in accordance with Aberdeenshire Council Policy.

Information regarding enrolment is publicised in the local press early in the calendar year and communicated to parents through the school bulletin. For further information go to:

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

Children who attend our Nursery are taught by a Nursery Teacher who is supported by an Early Year's Practitioner. The pupils have access to a range of educational resources and experiences as part of the school, and will be included in any "school experiences" which are age appropriate. E.g. Attendance at visiting theatre groups along with early stage classes.

(Please note that pupils who attend our Nursery from outwith Towie's catchment zone are not automatically admitted to our Primary Department).

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 the middle of August. Those whose fifth birthday is between the middle of August each year and the end of February the following year may also be admitted to primary one in August the previous year. Details of the enrolment dates are advertised in the local press by Aberdeenshire Education, Learning and Leisure Department. Further information is available at

<http://www.aberdeenshire.gov.uk/schools/information/primary-school-registration-2015/>

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the Head Teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school.

School Zone

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone for Towie School are automatically entitled to a place in Towie Primary school. Please use the zone map to check whether or not you live within the Towie School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at our associated secondary school and parents would need to submit a further placing request before transition to S1. Further information is available in *Notes for Parents Aberdeenshire Council*

www.aberdeenshire.gov.uk/parents/carers/information/NotesforParents2012.pdf

Out of Zone Information

All Aberdeenshire schools serve a local 'zone'. Pupils will automatically be accepted at the school within their 'zone'. However, 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. For further information relating to this please follow the link below

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

Please note this includes forms for completion. These can also be obtained from the school or from the area office.

ORGANISATION OF THE SCHOOL DAY

School Hours:	9.15am -3.30pm	
	10.45am-11.00am	Mid-morning break
	12.30-1.30pm	Lunch

Pre-school Class Hours: Mornings 9.00 am -12.10 pm

SCHOOL UNIFORM

Whilst the wearing of school uniform cannot be enforced, we actively encourage our pupils to wear a uniform, which is both practical and comfortable.

The Towie School uniform consists of a red sweatshirt, embellished with the heron emblem and logo as on the cover of this handbook, a white shirt or blouse and suitable trousers or skirt. The Nursery too has its own sweatshirt with badge available.

Details about buying sweatshirts are available by contacting the School Office. Order forms are available in June, the sweatshirts arriving in August for the new session.

Some families may be entitled to a School Clothing Grant. More information about this can be found at the back of this handbook.

Footwear

We ask that all children change from outdoor to indoor shoes when they come in from the playground. These shoes should be trainers or other shoes, **not slippers or gym shoes** and clearly marked with the child's name. The children also need gym shoes for P.E.

Gym Kit

Shorts and a T-shirt are necessary for P.E. These should be available each day for physical education activities. Gym shoes or trainers which have not been worn outside are also required every day. Pupils take home gym shoes at the end of each term so that parents can check for fit, because as you will know, it is amazing how quickly children's feet grow!

With regard to safety, the wearing of jewellery (which we actively discourage) 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.

PUPIL BELONGINGS AND VALUABLES

Outside each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

Valuables

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear ear rings must wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parent's request that their child be allowed to take a mobile phone into school for use after school, the pupil will hand it in to the office first thing in the morning and collect it at the end of the day.

SCHOOL EQUIPMENT

The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents - HB pencil(s), a ruler - marked in centimetres, a rubber and some colouring pencils.

Children will also require a school bag to carry their belongings and equipment to and from school.

In P1 children receive a 'book bag' for keeping home learning jotters and reading books in. This helps to encourage children to keep these resources in good order. Please note, should reading books be lost or damaged, parents are requested to pay towards the cost of a replacement.

ARRIVAL AT SCHOOL AND PLAYGROUND INFORMATION

Children should not arrive at school more than 15 minutes before the start of the school day. There is an adult on duty in the play-ground to help look after the children and to support pupils who require assistance.

There is no legal requirement to have a member of staff in the playground area supervising the children where the school roll is fewer than 50.

Pupils will be allowed into the building in bad weather or if the ground conditions in the playground are unsafe. School transport will not drop off pupils more than 20 minutes before the start of the school day.

During morning and lunch breaks there is a rota for access to the football pitch, adventure play, and other equipment and resources. A member of staff supervises children in the playground during lunch/break times.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries.

(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)

During lunch/break times children will be expected to play outside unless the weather is excessively wet, cold or again or if the ground conditions in the playground are unsafe. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day, P1 - P3 pupils who do not go home on school transport should be collected outside the main pupil entrance. (Please see map/plan at back of handbook). Please ensure your child knows who he/she is going home with if you are unable to collect your child.

For health & safety reasons, dogs are not permitted in the school grounds.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

See Nursery handbook about bringing and collecting Nursery children.

SCHOOL OFFICE

The school office is manned from:

9.00am - 3.00pm on Mondays, Wednesdays, Thursdays and Fridays
and from **9.00am - 12.00am** on Tuesdays.

The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Any visits to the school in person should be made through the main entrance next to the school office. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.



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 4-7 pupils are currently charged £2.15 for a school meal unless they qualify for Free School Meals. Refer to the following link for helpful information -

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

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. In addition, an online interactive menu is also available which displays menu recipe pages showing allergens and nutritional content. This and other relevant information about school meals can be found by following the link -

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

Aberdeenshire Council provides an online payment service to Primary schools that provides parents and carers with the convenience of making online payment with debit or credit cards for School meals.

Online payment is now the preferred way to pay for primary school meals, however cash and cheques will still be accepted.

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.

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 and carers are responsible for ensuring that sufficient funds are in their children's accounts prior to ordering a school lunch. Should a pupil not have money in their account they will still be served and you will be contacted regarding payment.

Before lunch, the children wash their hands and proceed to the dining hall in a quiet and orderly fashion. Children sit at "family grouped" tables where we encourage the older pupils to help the younger ones and promote appropriate behaviour, manners etc.

Children are encouraged to eat all of their lunch however if we feel that a child is not eating enough at lunchtimes we will contact you.

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

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, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by parent/guardian completing Admission Form D available from the school administration office.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally healthy whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Some pupils may be entitled to free school meals. Please see section at the back of the handbook for further information.

Snack

Children should be sent with a snack for their morning break. Fizzy drinks are not permitted in school. As a health promoting school, we encourage healthy options. Children should not share their snack with others in the playground as they may inadvertently cause another child to have an allergic reaction. (E.g. nut allergy - resulting in anaphylaxis).

Cakes/Treats

We request that cakes/treats etc. for birthdays are not sent to school for sharing as this can cause difficulties where there are children in class with food allergies/intolerances or other dietary circumstances.

See Nursery Handbook for information about snack and costs.

PUPIL ATTENDANCE AND ABSENCE PROCEDURES

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education Learning and Leisure has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on School transport must also be communicated to the bus company or (where known) the bus driver.

Regular and punctual attendance is linked closely to achievement and school staff wishes to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts for the safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's 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.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. 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 request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your 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 www.aberdeenshire.gov.uk schools information, term and holiday dates.

- Under normal circumstances we do not send work home in the case of absence.
- 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 outwith the school day

COMMUNICABLE DISEASES

- When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed.
- Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease.
- For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.org exclusion policies for infectious diseases.

Head lice

- Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

Medication to be given in school

- Should your child need to have medication administered during school hours please contact the school and ensure you have completed the permission form allowing a member of staff to administer the medication as per Authority guidelines.

Asthma Inhalers

- Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced again a form must be completed and kept updated should circumstances change e.g. frequency or amount of dose required.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergency.

Parental Role

We would like you to:

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

Also:

- If school transport is not running please don't take your child - or other children to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you took to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.
- In difficult weather conditions pupils should not wait any longer than 15 minutes past the normal pick up time before returning home. In case the transport doesn't arrive please make sure you have made alternative arrangements for your child.
- If your child travels by school transport you are responsible for their safety to and from the pick-up/drop off point whether they use school transport or a public service vehicle.

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 take 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.

When will schools be closed?

Head Teachers decide if and when schools should close due to bad weather or in any other 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.

During bad weather some staff may not be able to get to school - so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

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.

How will I find out if the school/nursery is closed?

If a decision is taken in the early morning not to open the school, we will put a message on the **Aberdeenshire Council website on the School Closure list**.

Aberdeenshire Council Website

www.aberdeenshire.gov.uk/closures

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

www.aberdeenshire.gov.uk/alerts/index.asp

We will also leave a message on the **School Information Line**

Tel: **0870 054 4999** then **0227306994**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Please note however, that if you have not accessed the information and your child/children go out to wait for the school bus, they should wait at their collection point for **no longer than fifteen minutes**. If the bus driver fails to arrive, they should return home.

Email The school will also put out a blanket email to all parents on the school's email list so please keep the school office updated should your email address change.

Nursery, Primary and Special Schools

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.

Secondary Schools

Because of the large number of pupils in Secondary Schools, it is impossible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents. Individual schools will let parents know of any local arrangements.

What education might my child be missing?

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. But the **safety and welfare of children must take precedence** when making judgements about travelling to school in bad weather. Arrangements can be made for lost time to be made up and examinations can be rearranged. At Towie School, pupils and/or parents can request a "snow pack" for completion during emergency closures. Information regarding the continuation of learning may also be posted on GLOW or the school website.

Further Information

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 15 mins from our website:

Northsound 1

FM 96.9 Tel: 01224 337000

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 Tel: 01467 632878

Waves Radio

FM 101.2 Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

Public Transport Unit (9am - 5pm) 01224 665194

Education Offices (9am - 5pm)

Banff - 01261 813340

Fraserburgh - 01346 515303

Peterhead - 01779 473269

Inverurie - 01467 620981

Stonehaven - 01569 766960

Contact Details

- It is vital that parents keep us informed of up to date telephone contact numbers - home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

PARKING

Parents/guardians & Nursery parents are requested to use the car park in front of Towie Village Hall.

Parents must not park in the bus and taxi bay.

Children who walk to school should use the entrance at the bus and taxi bay.

P1-3 children should never cross the main road unless they are supervised by a parent/guardian.

SCHOOL 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. Free School Transport is also provided for children with additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

Nursery Transport

Transport to Nursery is not generally provided by Aberdeenshire Council. In 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 QIO and Early Years Manager. The Early Years Manager can be contacted on - 01224 664400 for further information.

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/>

Section 2

Curriculum and Assessment

Towie School and Nursery communicate our philosophy and beliefs for our whole school community.



VISION

A school where:

Children want to learn.

Staff want to teach and work.

Parents want to send their children.

In a community that is proud of and connected to its school.

VALUES

W.I.S.E.R

Wisdom, Integrity, Self-belief, Empathy and Respect.

TOWIE SCHOOL & NURSERY AIMS

At Towie School we engage all our young people in the highest quality learning activities in order to become:

Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We aim for every child to be safe, healthy, achieving, nurtured, active, respected, responsible and included by:

- **Promoting an ethos of wellbeing, respect, equality and inclusion.**
- **Developing a culture of achievement and ambition.**
- **Working in partnership with parents, other agencies and the community to meet the needs of all children.**
- **Demonstrating a reflective and a collective commitment to improve the service we offer our learners, families and community.**
- **Providing high quality leadership for learners and staff.**

DEVELOPING POSITIVE RELATIONSHIPS THROUGH OUR SCHOOL ETHOS

At Towie we encourage an atmosphere of mutual trust and respect. It is in developing positive relationships together that we can work most effectively in an atmosphere of order, openness, fairness and inclusion.

All people are entitled to respect. At Towie School we consistently promote high standards of behaviour and hopes that all pupils will act with common-sense and consideration at all times.

Our school community exists to promote the education of all our pupils. We want everyone to feel happy and welcome, not bound by an overabundance of rules and regulations. The standards of behaviour and the rules upon which we expect are for the well-being of all members of our school community, to protect the right of pupils to learn, to ensure the smooth running of the school, the safety of pupils and to foster respect for people and property. At the start of each academic year learners and staff draw up and agree guidelines and rules for their classroom.

We ask the children:

1. To be courteous, well-mannered and respectful to staff, visitors and to each other.
2. To carry out tasks and instructions conscientiously and to the best of their ability.
3. To move around the school sensibly.
4. To remain within the school grounds at all times during school hours unless being collected by an adult.
5. To treat school resources carefully and sensibly and to respect our school buildings and environment.
6. To treat other people's property with great care and to be responsible for their own belongings.

School cannot accept responsibility for lost items although we will always endeavour to trace missing property. Children are asked not to bring valuables or unwarranted sums of money to school.

7. To remember that their behaviour out with school is a reflection on Towie School.

We try to work closely with pupils and parents in the achievement of acceptable standards of behaviour. However, when the behaviour of a pupil is unacceptable, sanctions and/or exclusions are considered carefully by school staff. Details of procedures for exclusions are available from the school office.

We encourage parents and carers to support the discipline and standards of behaviour of Towie School, in the knowledge that an effective partnership between home and school is a vital tool in striving to help our young people to become effective members of society as responsible citizens.

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, public display and our Good News Book. Certificates are presented to individual children for effort and special

achievements at assemblies. Pupils are awarded points for a variety of achievements, good manners, acts of kindness, achievements out with school etc. See Nursery Handbook on managing nursery pupil behaviour.

School Policy on Bullying

Bullying is actively discouraged within the school and various steps are taken to:

- a) endeavour to prevent any incidents in the first place, and
- b) to act and discourage further incidents, if bullying has taken place.

With regard to (a) the following strategies are undertaken:

In class work and assemblies pupils are encouraged to be aware of how their actions affect others - positively or negatively.

Pupils experience a general pattern of discipline where they know that bullying is not acceptable and, in the interests of the whole community, will not be tolerated.

With regard to (b) the following steps are taken:

Any incident of bullying is investigated.

The pupils involved will be spoken to and if necessary, those found to have disregarded school philosophy of showing respect for others will be reprimanded.

If the incident is considered to be serious or repeated, the pupil's parents are informed with a view to discussing the matter and working out a joint strategy to improve the pupil's behaviour. If necessary appropriate internal sanctions would be discussed, agreed and implemented.

In extreme incidents the Head Teacher's power of exclusion would come into effect while discussion / action is being taken.

Children and parents are encouraged to report any non-trivial incidents.

Each person in this school is valued and the school will make every effort to provide a happy, safe and caring environment for everyone.

The above policy is based upon Scottish Executive and local authority guidance.

Restorative Approach to Negative 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, breed resentment and may even 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 pupils 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

Towie School and Nursery Curriculum Rationale and Design.

Key Statement 1. The purpose of the curriculum is to develop the 4 capacities of Curriculum for Excellence.

Key Statement 2. The totality of the curriculum is all that is planned for children.

Our curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. Staff ensure progression through well-planned learning activities across the four contexts of effective curriculum development.

1. Interdisciplinary learning
2. Curricular areas and subjects
3. Life and ethos of the school
4. Personal achievement

Our curriculum is designed to raise standards of attainment and achievement, advance equality of opportunity, reduce disadvantage and meet the needs of all learners including those with additional support needs.

Broad General Education (3-15 years)

Staff develop and evaluate our curriculum to ensure all children and young people benefit from their entitlement to a Broad General Education (BGE). This includes providing appropriate specialisation and continued breadth of experience so that young people can achieve as well as they can, and to provide a firm foundation for progression into their next stage of learning.

The Development of our Curriculum

Staff and partners, through planned consultation, develop and refresh the curriculum on a regular basis and manage curriculum change and innovation. This includes improving the range and quality of outcomes for learners, to reflect their needs and to provide a coherent experience for them.

Planning for progression to meet the needs of all learners from Early Level through the BGE and into the Senior Phase is under constant review and development. Planning is as streamlined and effective as possible and not overly bureaucratic or time-consuming. Staff have planned opportunities to collaborate, and to share resources and evolving practice at all stages of learning. They monitor and evaluate the impact and outcomes of changes in the curriculum.

Learners' pathways are increasingly informed by realistic and manageable monitoring and tracking, and by profiling of their achievements and progress.

Programmes and Courses

Staff and learners work together to create motivating and challenging learning experiences. Clear priorities and plans are in place for achieving breadth and depth across all curriculum areas.

Staff plan to meet the needs of all learners and deliver the entitlements to a Broad General Education. Programmes and courses, informed by the Experiences and Outcomes are designed, reviewed and refreshed as appropriate. A coherent approach to learning, teaching and assessment is planned by staff and partners to ensure the development of the knowledge, skills, attributes and capabilities encompassed by the four capacities.

Learners are supported to develop skills for learning, life and work as well as key skills in literacy and numeracy. Staff engage with learners to acquire these key skills by embedding and extending active approaches across the curriculum. They plan for progression and achievement, irrespective of where the learning takes place.

Well-planned interdisciplinary programmes focus on appropriately grouped Experiences and Outcomes. These help learners to make meaningful links across different aspects of their learning, and provide opportunities for progression in knowledge, understanding and development of transferable skills.

Personal achievements promote learners' growth as individuals, and programmes of learning provide opportunities for developing the skills and attributes of the four capacities.

The Curriculum for Excellence Principles and Practice papers are used by staff to inform the development of programmes and courses which effectively balance the progression of knowledge and skills. There is flexibility for staff

in choosing the content to be covered, provided that the content is relevant and appropriate to the learners' age and stage.

Learners' Experiences

In Towie School staff are expected to ensure that learners are:

- Taking increasing responsibility for their learning
- Actively engaged in their learning and assessment, including reviewing their learning and setting goals
- Identifying, planning and profiling their personal achievements
- Using technology to make learning more accessible, enjoyable and relevant

Learning and Teaching

The success of our curriculum is delivered through high quality learning and teaching.

Staff use a variety of teaching methodologies, approaches to learning and assessment are varied and pupil-centred. They incorporate Assessment for Learning techniques, direct teaching, self and peer assessment, cooperative learning and group and individual work. We use IT to enhance and support learning, outdoor learning, global citizenship and Rights Respecting approaches and methodologies designed to actively engage all our learners.

All staff engage in professional development, dialogue and leadership within our own school and cluster. All our staff are committed to and involved in continuous improvement through self-evaluation.

Assessment Approaches

In managing effective assessment, staff and learners are expected to:

- Use a range of approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. The results from all assessments provide additional information to support each pupil's learning
- Apply a range and variety of assessment approaches that take account of learners' prior experiences, interests and aspirations and links across learning where possible
- Use effective approaches to assessment including Standardised Assessment. These cover the core curricular areas of literacy and numeracy as well as aspects relating to thinking skills

- Consider learning in terms of breadth, challenge and application and decide when a learner has achieved a level in either part or the whole of a curriculum area
- Provide opportunities for learners to apply what they have learned in new and unfamiliar situations so knowledge, understanding attributes and skills become transferable and secure
- Provide opportunities for learners to demonstrate their learning is secure by:
 - Achieving a breadth the across the experiences and outcomes for an aspect of their learning
 - Responding to the level of challenge set out in the Experiences and Outcomes

Transitions

Curriculum transition procedures and programmes effectively meet the needs of all learners, including those with additional support needs. Staff and partners collaborate in planning learning to ensure continuity and progression in learning across all curriculum areas, particularly from early years into P1, from P7 into S1

Arrangements for universal and targeted support, and induction into the next phase of learning, including preparation for the world of work and future careers, ensure our learners are creative, enterprising and prepared for positive and sustained destinations.

At Towie School we are developing and embedding approaches to profiling. This involves providing a clearer focus on skills development and using profiling to inform and improve future learning. Ongoing profiling will support the summary P7 profiles. Through profiling, staff support children in developing an increased awareness of themselves as learners.

The Raising Attainment Strategy for Towie School.

Introduction.

At Towie School we have the highest aspirations for all children. We are committed to securing annual improvements in outcomes for all our learners, with particular focus on improving the outcomes for learners who experience disadvantage regardless of the cause.

Our Approach.

Raising attainment at Towie School requires

- Positive relationships and high expectations

- Excellent curricular provision including programmes and activities
- Excellent learning and teaching and effective approaches to assessment
- Carefully planned and implemented interventions
- Meaningful partnerships with parents and carers focused on the well-being and learning of their child/ren
- Tracking and monitoring which supports individuals and groups
- Commitment to and quality professional learning for staff
- Self-evaluation and quality assurance procedures to drive improvements
- Transitions that are designed to support progression in learning and attainment at all stages

Key strategies

- Improve target setting procedures
- Embed progression frameworks in all curriculum areas
- Increased opportunities for learners to take part in self-evaluation and quality assurance
- Refresh our approaches to reporting to parents and carers

A Curriculum Framework 3-18 for Aberdeenshire is in place to give clear guidance to schools and communities on the planning and delivery of a meaningful set of curriculum experiences and entitlements that will prepare Aberdeenshire learners for 21st Century Scotland.

For further information: www.aberdeenshire.gov.uk/parentscarers

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. Those 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 coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

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

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 and attainment and achievement in these areas are continually scrutinised 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
- Information Communication Technology (ICT)

The 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.

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

Third

and The fourth level experiences and outcomes are intended to provide

Fourth 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.

SCHOOL POLICIES

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

See Nursery Handbook and Policies folder for information on the nursery Curriculum.

LEARNING AND TEACHING

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the

importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

Arrangements for pupil choice and their involvement in what and how they learn

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Curriculum for Excellence can be found at: www.educationscotland.gov.uk/thecurriculum and <http://www.educationscotland.gov.uk/parentzone/mychild/primary/>

PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL

Taking Responsibility

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- Monitors - P7 support the younger pupils at playtimes
- Buddies - P7 pupils are paired with P1 pupils and help them to settle into school life
- Young Leaders - teaching younger children to play co-operatively
- ECO group - help the school become more environmentally friendly
- Pupil Council - making decisions about charity events and improvements to the school.
- We are working towards accreditation as a Rights Respecting Schools and our classroom, playground and lunchtime charters are a reflection of this so children are clear about their own rights and responsibilities and those of others.

ASSESSMENT AND REPORTING

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment information is used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Towie School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they:

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can **apply** what they have learned in new and unfamiliar situations

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It

acknowledges that children and young people progress and achieve in different ways and at different rates.

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

In the Alford Community Schools Network moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through home learning diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. School reports are sent home around April/May of each year. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

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 outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education and Children's Services. We give parents as much notification as possible with regard to visits that affect their child.

Primary 7 pupils may have the opportunity to go on a residential trip. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity.

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.

For further information www.aberdeenshire.gov.uk/ims

SENSITIVE ASPECTS OF THE CURRICULUM

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' 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 pupils 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 pupils 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://www.aberdeenshire.gov.uk/equalities/>

Religious and Moral Education

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

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils 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 pupils.
- 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.
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils 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 and 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 which 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.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

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

Nursery – 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)
Contraception and safer sex
Sexually transmitted infections
Sexuality and gender

Roles and responsibilities in relationships, sexual health and parenthood.

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.

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: - home learning tasks, questionnaires, training, workshop and information sessions.

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.

Achievement, Attainment and Assessment -

Formal assessment is only one part of a child's progress. Aberdeenshire Schools use standardised tests in p1, p3, p5 and p7 to complement the ongoing formative assessment. This along with professional judgement helps your child and your child's teacher to continually be aware of where they are in their learning across the curriculum. Achievement in personal development, participation in events, extra-curricular activities and personal interests are also recognised, recorded and celebrated in different ways across school.

We also invite parents to make us aware of their children's wider achievements outside school on an ongoing basis and to encourage their

children to do the same. This gives a more rounded view of an individual and ensures achievement other than academic is given credit and value.

In our partnership with parents, they are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

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. The approach is inclusive and entitles all children and young people to learn new languages. All language learning is important and will be recognised and celebrated as an achievement.

By 2020 language learning will be part of the everyday life of the classroom from P1 onwards. The entitlement to study the first foreign language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge of language so that they will have a greater understanding of how languages work as they go through school.

In Aberdeenshire the first foreign language will be either French, German or Spanish. In Towie School this language is French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). From P5 (our learners will be introduced to another foreign language- Spanish.

Throughout BGE our learners will have the opportunity to learn a second foreign language.

Although (like) many schools (we) are beginning to implement this already decisions about this will be finalised as we move towards full implementation of the *1+2 Approach to Language Learning* in 2020.

All schools in our cluster will continue to plan together to make sure that what learners do in secondary school builds on what has been learned in

primary school. This will ensure that learning languages remains an appropriately challenging and rewarding experience for learners as they move into secondary.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- Develop skill which will help them further for learning, life and work.

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 Aberdeenshire's Curriculum Framework 3-18. 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.

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 Towie 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.

Section 3

Parental Involvement

Pupil Welfare

PARENTAL INVOLVEMENT AND PARENT COUNCILS

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

1. **Home Learning:** direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home - setting the table, making a shopping list, tidying their bedroom etc.
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

2. Home/School Partnership:

The home/school partnership is essential to ensure that the child gets maximum benefit from its school experiences. You can support this by:

- Helping with any home learning your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.)
<http://www.educationscotland.gov.uk/parentzone/index.asp>
- Coming and volunteer with an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.

- Supporting the school in upholding its discipline and school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates
- Complete the Care Commission questionnaire that comes home from the nursery so that we can take your views into consideration when planning nursery improvements.

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and adds to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D88802576CE00549127>

COMMUNICATION

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

Regular school newsletters, detailing information about school events and activities.

You are invited to comment on the return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your

child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The school home learning diary is another means of communication where parents and teachers can share relevant information about your child. In addition to home learning, your child will also bring home samples of pupil work for you to see and discuss with your child.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

Throughout the year you will be invited to attend parent interviews. This is a chance to meet and get to know your child's new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child's progress during the spring term. When requested by either parent or teacher, a follow up or an additional interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website and the local and national GLOW website. The school website address: www.towie.aberdeenshire.sch.uk

Homework (known as Home Learning at Towie)

What is home learning? (taken from the school's Home Learning Policy)

- A means of sharing with parents some of the learning taking place in school
- Work expected to be completed at home with the encouragement/involvement of parents

Why have home learning?

- To give children practice in core skills which are being developed

- To enable parents, children and school to work and learn together
- To encourage children to take increasing responsibility for their own life-long learning

What kind of home learning?

- Individual work linked to developing core skills in Literacy (including reading, spelling and writing) and Numeracy and maths
- Other curriculum areas linked to the class focus for learning

How much home learning?

- This changes as children progress through the school
- Takes account of other activities that children take part in after school that are valuable to their education, development and well being

Parent's roles and responsibilities:

- Show interest, ask about home learning and what is to be done for when, sign and make comments in the home learning diary when appropriate
- Jointly decide when and where home learning should be done
- Give lots of encouragement, praise and ensure your child tries their best
- Relax and enjoy this quality time and sharing of learning

Children's roles and responsibilities:

- Show their parents their home learning diary
- Be responsible for their home learning diary and folder ensuring they have the materials/ books needed to complete the tasks
- Complete tasks to a good standard and return them on time
- Ask for help at home or school if they have any difficulty with home learning tasks

Teacher's roles and responsibilities:

- Set home learning tasks relevant to children's learning in accordance with school policy
- Provide feedback to children on how well they have completed tasks or how the home learning has helped to improve learning
- Listen to parents who have any queries or concerns about home learning
- Contact parents if they have any concerns about home learning

HEALTH CARE

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (e.g. school doctor, school nurse, speech and language therapist etc.) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

Primary 1

Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only. Hearing and vision are no longer checked in school.

Primary 7

All parents are asked to return a completed health questionnaire. An opportunity to discuss health problems with the School Nurse is offered.

Children with an identified health need may be seen more frequently.

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

Our school doctor is: Dr Lisa Philips

The Programme of Routine Dental Inspection of School

Aberdeenshire Community Dental Service will be inspecting 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. Immediately after the inspection, parents will be informed in writing of their child's caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

Administration of Medicine

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

TRANSITIONS

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

Transfer to Ante-Pre School and Pre-School Nursery

In order to support and ease transition into Ante-Pre School/Pre-School Nursery, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the Nursery setting, to meet staff, to meet with the other children and to find out about life in Nursery and what you can do to support your child's transition into Ante-Pre/Pre School. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other Ante-Pre School setting your child is joining us from may also provide transition information regarding your child.

Deferrals to P1

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

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 P1s 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 Towie School attend Alford Academy.
(Tel: 01975562251).

Towie School is part of the Alford Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend a number of days at Alford 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 Alford Academy where information will be shared and questions can be asked.

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

Information about our P7 pupils 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.

Alford Academy staff also visit our pupils in Aberdeenshire 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) Towie School supports 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 pupils transferring from class to class. Around June of each year "step up" time is also arranged where pupils 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 pupils.

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

CHILD PROTECTION

"All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount".

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council Services.

It is everyone's job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as police or social work.

'Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.'

From National Guidance for Child Protection in Scotland 2012
Categories of abuse include:

- Physical
- Physical neglect
- Emotional
- Sexual
- Non Organic Failure to Thrive

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the head teacher or a senior member of staff;

Police Scotland by dialling 101 (This number is in operation at all times)

Or the local Social Work Office **Huntly 01466 794488** during office hours or if calling during evenings and weekends **08458400070**.

All Education, Learning and Leisure Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All establishments are required to provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire - Education, Learning and Leisure Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/parents/carers/ChildProtection.asp>

SUPPORT FOR ALL PUPILS

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
- Healthy
- Achieving
- Nurtured
- Active

- Responsible
- Respected
- Included
-

These 8 well-being indicators are included in our school and nursery aims

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/>

Key Adult

Your child's teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, they key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

SUPPORT FOR LEARNERS

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teacher. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

Educational Psychology

The School's Educational Psychologist works in partnership with school staff to help children and young people reach 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 the 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 teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person.

Further information about the educational psychology service can be found at- www.aberdeenshire.gov.uk/eps

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. . There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas.. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has an Additional Support Need (ASN), and in the instance of multi-agency support, consider if a Co-ordinated Support Plan (CSP) is required. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning, and a nurturing and positive environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (SFL) teachers, other colleagues and/or partnership agencies - this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

Looked After Children (LAC), and also Young Carers, are deemed to have additional support needs unless assessment demonstrates that this is not the case. Schools are expected to establish whether their support needs can be met at the universal stage or require targeted intervention.

Universal Support Level 0

Class level with advice/consultation within school/Additional Support for Learning (ASfL)

Stage 1: School Based Action

Universal support level 0 and in addition:

School level with planned ASfL Teacher and/or PSA intervention with advice if required from Enhanced Provision/Education & Children's Services (E&CS) specialist services

Stage 2: Education & Children's Service Action (in addition to school-based action)

Targeted support level 1 and in addition:

School plus cluster level Enhanced Provision/Education & Children's Services (E&CS) specialist services intervention

Stage 3: Multi Agency Action

Targeted support levels 1+2 and in addition: Intensive targeted support: school with Enhanced Provision Centre (EPC) / Community Resource Hub (CRH) intervention/multi-agency action as required

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

Multi Agency Plans

Where a pupil has support from agencies in addition to education - e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period. [CSP documentation](#) can be accessed through Aberdeenshire Council website.

What to do if you are anxious about the support your child has in school

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:
Website: www.siaa.org.uk

Independent Mediation Services

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 1st
15 Frithside Street
Fraserburgh
Aberdeenshire
AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

Additional Support Needs School Policy

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

DEALING WITH CONCERNS AND COMPLAINTS

Concerns

We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), home learning, learning difficulties etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the Head Teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire

Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail- hrpolicyteam@aberdeenshire.gov.uk

Complaints

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, e mailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

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 – www.aberdeenshire.gov.uk/haveyoursay/index.asp

INSURANCE

No insurance is held by Aberdeenshire Education, Learning and Leisure Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith 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, Learning and Leisure Service 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.

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).

Section 4

School Improvement

Data Protection

SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around October each year, a copy of this report will be sent to all parents. Members of the Parent Council are invited to comment on and add to this report. The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Improvement Planning

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional

support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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 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.

DATA PROTECTION

How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in almost 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.

Data Protection Act 1998

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

Fair Processing Notice

Who may process your personal data?

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

What personal data will be collected?

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

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

For what purposes will your personal data be used?

The information which you provide on the attached form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra-curricular activities for your child (if required or requested)

Will Aberdeenshire Council disclose your personal data to anyone else?

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Careers Scotland, or Scottish Government departments such as the ScotExed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education, Learning and Leisure Service:
01224 664630 or email: education@aberdeenshire.gov.uk

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:

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

Section 5

Annual Updates

SCHOOL CLOTHING GRANTS

The School Clothing Grant is only available for children up to the age of 17 years attending an Aberdeenshire School and in the receipt of any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself.

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

Can my child get free school meals? You can claim free school lunches for your children if you are receiving:

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for free school meals for yourself.

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

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

Free School Meals for All P1 to P3 Pupils

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

For parents or guardians of pupils that have not previously taken lunch in school the current primary school menu cycle and information on primary school meals can be viewed on the school catering web pages at:

<http://aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

STAFF LIST AND CLASS ALLOCATIONS

Classes

The school roll currently stands at 52 pupils, nursery 20 pupils and the children are taught in composite classes. The classes for this session are as follows:

Nursery	20 pupils
Primary 1, 2, 3	15 pupils
Primary 3, 4	18 pupils
Primary 4, 5, 6, 7	19 pupils

Towie Staff 2016-17

Head Teacher and Nursery teacher	Miss Sally Milne
Class Teacher P4-7	Mrs Sheila Wightman -Chartered Teacher
Class Teacher P3-4	Mrs Aileen Meek
Class Teacher P1-3	Mr Kris Carbis
Early Year's Practitioner	Mrs Emma Taylor
Pupil Support Assistant	Mrs Fiona Young
School & Nursery Administrator	Mrs Helen Battle
Clerical Assistant	Mrs Lorraine Strachan
School Cook	Miss Katharine Anderson
School Cleaner	Miss Fiona Petrie
Janitor	Mr Stuart Malcolm

ANNUAL TERM AND HOLIDAY CALENDAR 2016/17

TERM 1

Tuesday 16th August - Friday 7th October 2016 inc (8 weeks)

Monday 15th August
Teachers only

In-Service Day 1

School

closed to pupils

Tuesday 16th August

First day of Term 1 for P1 - 7 pupils

School starts 9.15am

Primary 1 pupils start school (part-time) Dep. school 1.15pm

First day of Term for Nursery pupils

Nursery 9.00 - 12.10am

Friday 19th August Primary 1 pupils full day attendance 9.15am - 3.30pm

Friday 7th October

Last day of Term 1 for P1-7 pupils and
Nursery pupils

OCTOBER HOLIDAYS:

Saturday 8th October - Sunday 23rd October 2016 inc

TERM 2

Monday 24th October - Wednesday 21st December 2016 inc (8.5 weeks)

Monday 24th October

First day of Term 2 (School & Nursery)

School starts 9.15am

Monday 14th November

In-Service Day 2 Teachers only

School closed to pupils

Tuesday 15th November In-Service Day 3 Teachers only
School closed to pupils

Wednesday 21st December Last day of Term 2 for P1-7 pupils and Nursery pupils

CHRISTMAS HOLIDAYS:

Thursday 22nd December 2016 - Wednesday 4th January 2017 inc

TERM 3

Thursday 5th January - Friday 31st March 2017 inc (12.5 weeks)

Thursday 5th January First day of Term 3 (School & Nursery)
School starts 9.15am

Friday 10th February Local Holiday
School closed

Monday 13th February Mid-term Holiday
School closed

Tuesday 14th February In-Service Day 4 Teachers only
School closed to pupils

Wednesday 15th February In-Service Day 5 Teachers only
School closed to pupils

Friday 31st March Last day of Term 3 for P1-7 pupils and
Nursery pupils

SPRING HOLIDAYS: Saturday 1st April - Monday 17th April 2017 inc

TERM 4

Tuesday 18th April - Friday 30th June 2017 inc (10 weeks)

Tuesday 18th April First day of Term 4 (School & Nursery)
School starts 9.15am

Monday 1st May May Day Holiday School closed

Monday 5th June Local Holiday School closed

Friday 30th June Last day of Term 4 for P1 - 7 pupils and
Nursery pupils

**SUMMER HOLIDAYS: Saturday 1st July - Monday 21st August 2017
inc**

Please also find a link to the annual holiday calendar-

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

Map of catchment area:

[G:\Admin\Admissions\Towie catchment area with Postcodes \(3\).pdf](G:\Admin\Admissions\Towie catchment area with Postcodes (3).pdf)

Plan of school:

<School plan.pdf>