

# FISHERMOSS SCHOOL HANDBOOK



**Session 16/17**

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

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Dear Parent/Carer

A warm welcome to Fishermoss School. We very much look forward to welcoming you and your child/children to our school and to establishing a positive and productive partnership, to help them quickly settle in.

Fishermoss School aspires to be a happy, healthy, safe place for learning, where everyone feels valued, achievements are recognized and celebrated and everyone is encouraged to be the best they can be.

The education of a child is far too important to be left to school alone. There are many outside influences on young people's lives. Parents and carers are key partners in the education of their children. The School Handbook explains what you can expect of school and also the support required from parents so that together we provide the very best we can for our pupils.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of School life as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.' Please note that certain sections in the handbook will be updated annually. We hope you find our handbook clear and informative.

We look forward to working in partnership with you as you become part of the Fishermoss School Community.

Yours sincerely

Mrs Margaret M Ferguson

Head Teacher

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.

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

## **CONTENTS PAGE**

### **Section 1 - General School Information**

Contact Information -	6
School Background -	7
School Ethos/Vision/Aims -	8
Visits of Prospective Parents	9
Admission/Enrolment -	10
School Zone -	11
Organisation of School Day -	12
School Uniform -	12
Pupil Belongings & Valuables -	13
School Equipment -	14
Arrival at School & Playground Information -	14
School Office -	15
School Meals -	16
Playpiece/Tuckshop -	17
Pupil Attendance & Absence -	17
Communicable Diseases/Head Lice/Asthma -	19
Emergency Closures/Adverse Weather -	20
Parking -	22
School Transport -	23

### **Section 2 - Curriculum & Assessment**

Curriculum -	25
School Policies -	26
Learning and Teaching	26
Assessment and Reporting	28
Education Visits	30
Personalisation and Choice	31
Learners Involvement in the Life of the School	37
Young Aberdeenshire Volunteer Awards	37
Instrumental Tuition	38
Sensitive Aspects of the Curriculum	38

### **Section 3 - Parental Involvement/Pupil Welfare & Support**

Positive Behaviour Management -	44
Bullying-	45
Exclusion -	46
Parental Involvement & The Parent Council -	46
Communication -	48
Health Care -	49
Dental Inspection -	50

Administration of Medicines -	50
Transitions -	51
Transfer to Secondary School -	52
Child Protection -	53
Support for Pupils -	54
Key Adult -	55
Support for Learners -	55
Additional Support Needs -	57
Concerns & Complaints -	61
Insurance -	62
<b>Section 4 - School Improvement &amp; Data Protection</b>	
School Improvement/Standards & Quality/Improvement Planning -	64
<b>Section 5 - Data Protection</b>	
Transferring Educational Data -	64
Data Protection -	65
Parental Access to Records -	67
<b>Section 6 - Annual Updates</b>	
School Clothing Grants/Free School Meals -	69
Staff List & Class Allocations -	70
Statistical Data	71
Annual Holiday Calendar -	71
Map of Catchment Area -	72
Plan of the School -	72

# **Section 1**

## **General School Information**

## SCHOOL CONTACT DETAILS

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AB12 4UF

Telephone 01224 782277 (You can leave a message on this line.)

[fishermoss.sch@aberdeenshire.gov.uk](mailto:fishermoss.sch@aberdeenshire.gov.uk)

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

Fishermoss School is a non denominational Primary School providing education for children aged 3 to 12 i.e. from ante-pre school nursery to Primary 7. For further information about the roll and structure of classes please see section 5 at the back of this book. The school does not teach by means of the Gaelic Language. All Aberdeenshire Schools are Co-educational, providing education for both boys and girls.

Parent Council Contact - see school website.

**Adverse weather and emergency closure** - <https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Please see emergency closures/adverse weather section for further information.

**Information Line 0870 054 4999 Pin number (021730) Please do not use this line to leave messages for the school.**

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Queen's Road

Stonehaven

AB39 2QQ

Tel: 01569 766960

Quality Improvement Officer

Victoria Smith

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## FISHERMOSS SCHOOL BACKGROUND INFORMATION

**Portlethen** is a coastal town located approximately 7 miles south of Aberdeen along the North Sea coast. It is located in the historic county of Kincardineshire. Much of modern-day Portlethen has been built over the Portlethen Moss Nature Reserve. Groups such as the Portlethen Moss Conservation Group were created specifically to maintain the area for the use of future generations. The population according to the 2011 census was 7,130 making it the seventh most populous settlement within Aberdeenshire. To the east of Portlethen lie three fishing villages: Findon, Downies and Portlethen Village (now often referred to as *Old Portlethen*).

Although Portlethen has been granted official town status, it resembles a residential suburb without a clear 'town centre' or focal point. Portlethen has a business park, number of retail park, variety of shops, takeaways and restaurants. Portlethen has tennis courts, a range of all-weather pitches, numerous play parks, a bowling green, swimming pool and a golf club. There is an integrated community library and community centre located within Portlethen Academy. The town is well served with a church, medical practice, dentists, police station, vets, social work offices and a number of oil and gas related companies.

Fishermoss School serves the south side of the town of Portlethen. The school is a member of the Portlethen Community Network and pupils transfer to Portlethen Academy. Present roll 356 pupils, which includes 55 in the Nursery classes. The Nursery has 2 fulltime extended provision places. In addition to the morning and afternoon nursery classes, pupils are organised in 12 classes from P1-P7 which includes 4 composite classes. There are 11 fulltime and 5 part time teachers, an Early Years Lead Practitioner and 2 fulltime and 3 part time Early Years Practitioners, a teaching Depute Head and non-teaching Head Teacher. Staffing is enhanced by the provision of 1 fulltime and 1 part time support for learning teacher and 2 cluster principle teachers, one for early years. The school is also supported by 1 school administrator, 1 clerical/receptionist, 6 pupil support assistants, 2 cleaners and a supervisory janitor. Pupils also benefit from visiting specialist teachers in PE, French and Art and instrumental tutors for violin, piano, cello & double bass. For further information about classes and teachers please see section 6 at the back of this handbook.

We regularly work alongside other schools in the area and staff from agencies such as the Health Service, Police and Social Work. We are also supported by the Educational Psychology services, Sensory Support and EAL.

The school has an active and supportive Parent Council and also a Parent Staff Association (PSA) and encourages involvement of parents in the work of the school. The PSA provides strong financial support for pupils, organising events and supporting the provision of school resources and educational outings. The school makes use of community facilities such as the Library, Parish Church, Academy, Moss, Community Woodland, Swimming Pool and Bourtree Park. Parents provide significant support to develop the football skills of pupils of the school. Nearly 50% of pupils regularly attend training sessions. Parents also support with Bikeability, library, class trips and Friday toast. Through the Active Schools programme children are able to attend a range of

sporting activities either taster sessions during the school day or After School Clubs. The majority of our parents work and commute to Aberdeen, with some working locally.

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

Independent inspection reports by HMIe and the Care Inspectorate are available from the school. The school has achieved its fifth ECO Green Flag and Level 1 Rights Respecting School status. We are recognised as a **Cycle Friendly School** and we have been awarded **Fair Trade** status.



Fishermoss is an Eco School - Environmental awareness and action are an intrinsic part of the life and ethos of our school community. We are part of the Eco-schools programme - an international initiative designed to encourage whole school action for the environment. We have been awarded five green flags - the green flag is the top level of award in the programme. It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance.



Fishermoss is a Rights Respecting School - We have been awarded the UNICEF Rights Respecting Schools Award. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in its relationships.



## SCHOOL ETHOS

### Motto:

**'Being the Best we can be'**

### Vision

Together we aspire to be a community where everyone feels valued and safe, achievements are recognized and celebrated and we learn together and develop as individuals. In Fishermoss School everyone is encouraged to be the best they can be.

### Values:

**Respect - Honesty - Responsibility - Kindness - Hardworking**



## Aims

Together at Fishermoss School we aspire to -

<u>Successful Learners</u>	<u>Confident Individuals</u>
<ul style="list-style-type: none"> <li>• succeed in our learning, fulfil our potential and celebrate achievement</li> <li>• be open to new ideas</li> <li>• use resources and technology effectively to support independent thinking and learning</li> <li>• develop independent learning as an individual or as part of a group</li> <li>• develop creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• ask lots of questions and offer opinions</li> <li>• develop respect and awareness of self and others</li> <li>• strive to achieve personal goals</li> <li>• be able to make healthy choices</li> <li>• develop independence</li> </ul>
<u>Responsible Citizens</u>	<u>Effective Contributors</u>
<ul style="list-style-type: none"> <li>• promote tolerance and sensitivity to others' beliefs and cultures</li> <li>• be good representatives of the school and community</li> <li>• make informed choices and decisions</li> <li>• respect the buildings and belongings of our school and community</li> <li>• develop an understanding of our changing environment</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems</li> <li>• develop a keen sense of team work and demonstrate initiative</li> <li>• work closely with parents/carers and staff to succeed in learning</li> <li>• work well with local and international groups</li> </ul>

### Simplified version of aims devised by pupils

Together we aspire to make Fishermoss School a happy, healthy and safe place for learning by encouraging everyone to:

- Be confident, kind, honest, respectful and polite.
- Accept and appreciate ourselves and others for who we all are.
- Be responsible, taking care of ourselves, each other and the environment.
- Be positive and keen to succeed.
- Do our best, work hard and achieve success.
- Have our say and contribute to making the school a better place.
- Work well with others.
- Follow the Golden Rules.



## **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

### Nursery Admissions

Every child is entitled to a fully funded early learning and childcare place at the start of the term following their third birthday. All parents should submit an application form for their child, to the nursery of their choice during the admissions period. It should however be noted that should a place not be available at the first choice of nursery, a place will be offered in an alternative provision in accordance with Aberdeenshire Council Policy.

Some two year olds are also eligible for free early learning and childcare in centres throughout Aberdeenshire. For more information on this please visit [earlylearningandchildcare.scot](http://earlylearningandchildcare.scot)

There are 56 places available in Fishermoss Nursery. (*We also have dedicated spaces for families requiring extended day care*).

Extended Nursery Provision-Aberdeenshire Council has established extended nursery provision in sixteen settings for children aged 3 to 5 years and Fishermoss Nursery has been selected to be one of these settings. The overall aim is to provide a number of full day pre-school education places for Nursery children to allow families access to a wider range of support services. Fishermoss has been allocated 5 fulltime Nursery places and additional staff have been appointed to support with this provision. Extended Provision will be offered to parents/carers for a short term period to offer extra support to families. Requests for a place may come from parents via, the school, health visitors, social worker, speech and language therapist, physiotherapist, educational psychologist or any other agency working directly with the family. Access to the Extended Provision is on a time limited basis and placements will be reviewed regularly, on a once per term/every 12 week basis.

Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional support needs in accordance with the Additional Support for Learning Act 2006. Health & Social Services may identify these children and parents should complete the Additional Support Needs Information on the application form. These applications will then be taken to a multi-agency panel who consider each case in terms of need.

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/>

Pupils who attend our nursery classes are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care Inspectorate guidelines and standards. Nurseries are open to announced and unannounced inspections by this body. Children's early learning follows Curriculum for Excellence 3-18 guidance and principles and Building the Ambition national practice guidance on early learning and childcare.

Parents should be aware that children who attend nursery at Fishermoss School but who do not live in the Primary School catchment area will not automatically move into our Primary School. Further details can be had from the Head Teacher.

### **Primary Admissions**

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those whose fifth birthday is between the August start date each year and the end of February the following year may also be admitted. Details of the enrolment dates are advertised in the local press by Aberdeenshire Education & Children's Services Department. Further information is available at <http://www.aberdeenshire.gov.uk/schools/information/primary-school-registration-2015/>

Parents of children joining school classes in the middle of a school session will have agreed a start date following consultation with the Head Teacher. A visit to the school will usually take place. Any transfer information, including school work, can be helpful in supporting your child's continued education. Records from other Aberdeenshire schools are automatically transferred internally but when the school is outwith the Authority, the school will contact the child's previous school to obtain the records.

### ***Buddy system***

When your child begins school with us at any stage our buddy programme will support those early days. For this your child will be given a nominated buddy to guide them through our school routines and building. This will either be a senior pupil or someone in their class as appropriate.

### ***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 Fishermoss School are automatically entitled to a place in Fishermoss School. Please use the zone map to check whether or not you live within the Fishermoss 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.

### ***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 this link - <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

### Times are as follows:

Nursery		8.45 am - 11.55 am	Morning class
		12.20 pm - 3.30 pm	Afternoon class
Primary	P1, P5, P6 & P7	9 am - 12.20pm	1.20 pm - 3.20 pm
	P2-P4	9 am - 12.50 pm	1.50 pm - 3.20 pm

The morning break is from 10.30 - 10.50 for all pupils. We operate a staggered lunchtime to support the serving of school meals. Pupil Support Assistants take care of children in the playground in the course of both the morning and lunchtime intervals.

## SCHOOL UNIFORM

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. The school tie, which is green and gold can be purchased from the school office. Sweatshirts, polo-shirts, fleeces and reversible jackets can be ordered through the school office. There is an expectation that pupils wear the appropriate school code of dress from P1-7.

Listed below are recommended items for school wear. The school colours are grey, green and gold and the basic clothing should consist of-

<b><u>Girls</u></b>	skirt, pinafore, trousers	grey
	blouse/polo shirt	white
	jumper/cardigan	grey
	school sweatshirt	grey(with school logo) P7 pupils black (with school logo)
	fleece	green(with school logo)
<b><u>Boys</u></b>	trousers, shorts	grey
	shirt/polo shirt	white
	jumper	grey
	school sweatshirt	grey(with school logo) P7 pupils black (with school logo)
	fleece	green(with school logo)



Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit. For safety reasons and in order that the floor coverings of the school be preserved in a good condition, it is essential that suitable indoor footwear is provided. Please check indoor footwear regularly. **Please provide your child with a draw-string bag to hold his/her change of shoes. Kit bags may be purchased from the school office.** Children should not wear high heeled shoes as these cause safety concerns. We appreciate your cooperation in support of this.

An overall (old shirt) is also essential for practical activities. All clothing and footwear should be marked with the owner's name or initials.

### **PE Classes**

PE Kit consists of - White T-shirt which tucks into white, navy, grey or black shorts, standard length shorts, socks, flexible soft soled gym shoes with non marking soles (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag.

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

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

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

**Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.**

### **PUPIL BELONGINGS & VALUABLES**

The children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Parents should note their responsibility to ensure packed lunches have a cold pack included. Each child will also have their own named tray for storing their belongings.

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. Parents may request that their child be allowed to take a mobile phone for use after school. The school will not accept liability for any damage to or loss of any expensive items.

## **SCHOOL EQUIPMENT**

The school provides the books and equipment that your child will need to use in school, however children are encouraged to bring their own pencil case. We would suggest the following pencil case contents - HB pencil(s), a ruler, a rubber, a sharpener and some colouring pencils. Children will also require a school bag to carry their belongings to and from school.

In Primary 1 children receive a 'Green Folder' for keeping homework jotters and reading books in. This helps to keep these resources in good order. Please note, should school books be lost or damaged, parents are requested to provide a replacement copy or pay the cost of such.

## **ARRIVAL AT SCHOOL & PLAYGROUND INFORMATION**

Children are required to arrive on the school premises in the morning on, or a little before 8.55am so that they can enter school immediately on hearing the morning bell. Children should not arrive at school more than 20mins before the start of the school day. Parents should appreciate if children arrive before 8.40am staff are not always available. A member of staff however will be present in the school building for supervisory purposes between 8.40 - 9.00am and will be available to support pupils who require assistance. Should the weather be particularly foul, pupils will be allowed access to the building at 8:45 onwards but no sooner. We request that in bad weather arrival at school should be as near to the start of the school day as possible. Time prior to the start of the school day is planning and preparation time for teaching staff and therefore the supervision of pupils from 08:45 will be undertaken by the Head Teacher and Depute Head. Pupils given access to the building prior to 9am are asked to get themselves organised in the cloakroom and then they can sit at their desks in their classroom. These procedures are in line with Aberdeenshire Policy.

**Children who walk to school can choose from four entrances to the school grounds and must not enter via the staff car park.**

**Parents should not approach other children in the playground regarding issues or concerns. Any issues involving pupils should be dealt with through the school, if it is a school matter, or by speaking to the parent of the pupil concerned.**

Children can access playground resources and equipment e.g. adventure play, skipping ropes, balls, etc. During lunch breaks there is a rota for playing games when weather permits. Pupil Support Assistants supervise children in the playground during lunch/break times.

**There is no legal requirement to have a member of staff in the playground area supervising at morning and lunch breaks where there are under 50 pupils.**

If your child has an accident in the playground, he/she will be treated by a Pupil Support Assistant who is first aid trained. We will attempt to notify you by telephone of any serious injuries. However, where contact is not possible we may seek treatment from professionals where it is deemed necessary. Attempts will be made to contact you. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

During poor weather conditions children are kept indoors at the morning interval and/or lunchtime. Pupils are supervised by the Pupil Support Assistants, assisted by senior pupils. At such times, children are expected to remain in their own class. It is helpful if pupils bring a puzzle book or a similar item which can be used on these occasions. In bad weather pupils who are at home for lunch should not return to school until five minutes before the bell.

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

**For health & safety reasons, dogs are not permitted in the school grounds and should not be left tied by entrances to the school.**

At the end of the school day if pupils are being collected they should be met in the area of the playground that they line up at in the morning. Please ensure your child knows who he/she is going home with if you have had to make alternative arrangements or if you are unable to collect your child. For the safety of your child(ren) please advise the school of any changes to arrangements.

## **SCHOOL OFFICE**

The school office is manned from 8.30 - 3.30pm (closed for lunch 12.20-13.20pm). The school has an answering machine for leaving messages. All messages should be collected by 9.30am each morning. Where a response is required, we aim to do this as soon as practically possible.

### ***Door Security***

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. 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. If no one is in the office visitors must wait.

Doors open easily from inside the building to allow for easy exit in an emergency.

Please see the Nursery handbook for procedures around dropping off and collecting children from the nursery.



## SCHOOL MEALS

It is the Authority's 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.

**Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.**

Children who require medically prescribed or modified diets should be identified during the admission process. Parents and carers are advised to complete Admission Form D which is available from the school administration office. Any pupil who wishes to take a packed lunch on occasion may



still do so. 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.

Our kitchen staff will also make up a packed lunch for your child for school trips. The cost is the same price as a school meal.

School meals are cooked on the school premises by a cook and her assistants. The dining hall is supervised by Pupil Support Assistants. Our cook welcomes feedback from pupils and parents on any aspect of the service.

Pupils indicate their lunch choice online at the start of the school day. Meals are cooked to order therefore pupils must not change their minds. Pupils are provided with a wrist band to match their choice. Before lunch, the children are told to wash their hands and proceed to the dining hall in a quiet and orderly fashion. Children generally sit in classes. Packed lunches are seated separately in the dining hall. Children are encouraged to eat all of their lunch, but not forced. If we feel that a child is not eating enough at lunchtimes we will contact you.

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

### **"PLAYPIECE"**

Children should be sent with a snack for their "playpiece". Fizzy drinks are not permitted in school and sweets are discouraged. As a health promoting school, we encourage healthy options. The children also have the option of buying something from the healthy tuck shop. Children should not share their playpiece with others in the playground as they may inadvertently cause another child to have an allergic reaction e.g. nut allergy - resulting in anaphylaxis.

### **SCHOOL TUCK SHOP**

We have a tuck shop which operates at morning break from our school kitchen. A variety of snacks are available and range in price from 15p - 25p each. In keeping with healthy eating initiative, we allow children to purchase a maximum of two items (including a drink) from the tuck shop. In addition to this we operate a toast tuck shop on Fridays which is run by parents.

See Nursery booklet for information about snack and costs.

### **PUPIL 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 actions of adults.

It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education & Children's Services 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:

### **Attendance and Absence Procedures**

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 would wish to work with parents to ensure that children can achieve fully. 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.

- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### **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.

### **Holidays during term time**

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to 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 <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

- 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/INFECTIOUS 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](http://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.

## **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. Please complete form "Request for Pupil to carry his/her medication". These are also required for school trips and outings.

## **ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES**

### **School Closure Due to Bad Weather or Other Emergencies**

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 emergencies.

### **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 office 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 return them to a designated location.

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

### **When will schools be closed?**

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night.

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.

### **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.

All classes have a snow closure activity letter with suggested learning activities for snow closure days. These can be accessed on our 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

**Northsound 2**

MW 1035 kHz

**BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

**Moray Firth Radio**

FM 97.4 MW 1107 kHz

**North East Community Radio**

FM 97.1 - 106.4

**Waves Radio**

FM 101.2

**Original 106 FM****Twitter**

<http://twitter.com/aberdeenshire>

**Aberdeenshire Council Website**

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

You also have the option to sign up to receive email alerts when your school(s) updates their closure status: <https://online.aberdeenshire.gov.uk/myAberdeenshire/>

**School Information Line**

Tel: 0870 054 4999 then school pin number (021730). 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.

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 are requested to use the Bourtree car park adjacent to the Bowling Green for any parking. Parents should reverse park. **Parents must not park outside the school as this can prevent children having a clear view for crossing the road.** The staff car park should only be used by staff and disabled persons. **It should not be used for dropping off or collecting children.**

## **TRANSPORT**

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

### **Early Years Transport**

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

### **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/public-transport/school-transport/school-transport/>

### ***School Travel Plan***

Our school has a school travel plan which encourages families to take a healthy approach to school travel. Where possible our school travel plan should be followed. Please see our school website.

# **Section 2**

## **Curriculum and Assessment**



## Curriculum for Excellence

### Principles for Curriculum Design

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

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

### Curriculum Entitlements

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

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

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

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

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

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

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

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

## **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. Please refer to the Nursery Handbook for Early Years and Childcare Information.

**The Curriculum for Excellence is structured into different levels.**

<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
<b>Senior phase</b>	The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. S4 to S6, and college or other means of study.

## **LEARNING & TEACHING**

Our teaching approaches 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 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 according to the identified and agreed next steps for each pupil. 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.

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them have gained an awareness of his/her full potential, but will want to fulfil that potential.

During their time at Fishermoss we hope that all pupils will develop the skills to enable them to become:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

### **Inter-Disciplinary Learning**

Inter-disciplinary learning makes connections and is meaningful. Our curriculum includes space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Inter-disciplinary study can also take advantage of opportunities to plan and work with partners, multi-disciplinary agencies and the wider community who are able to offer and support enriched learning experiences and opportunities for our pupils.

Developing this approach will enable our children to build skills in transferring their learning to new situations and support them to:

- Become skilled in flexible thinking
- Apply concepts across subject areas and to life beyond school
- Adopt multiple points of view in problem solving
- Select which skills and knowledge are required in unfamiliar situations
- Develop organisational skills, creativity, teamwork and the ability to apply learning in new and challenging contexts

There are considerable inter-relationships between subjects and this is reflected in our planning, teaching and assessment.

## ASSESSMENT & 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 Fishermoss 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 relevant activities and tasks to support future learning

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs 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. Curriculum for Excellence levels (previously outlined) are experienced by pupils throughout their school career. During this time the children are signposted as making progress through the levels.

All Aberdeenshire schools use PIPS (**P**erformance **I**ndicators in **P**rimary **S**chools) standardised assessments in P1 and InCAS (**I**nteractive **C**omputerised **A**ssessment **S**ystem standardised assessments) in P3, P5 and P7. These assessments provide quantitative data to support other sources of assessment evidence to provide a clear picture of progress in learning for individual children and within schools. (See annual updates section).

In the Portlethen 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 homework diaries, jotters, and samples of work sent home, through visits to school for open evenings 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 May of each year. Parents and pupils are invited to add their comments to these reports.

Pupils are supported to develop their skills in identifying and recording 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 collated 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.

## **Use of Standardised Assessments in Aberdeenshire Schools**

### How will Standardised Assessments be used in Aberdeenshire?

There are many different appropriate approaches to assessment. Using these, teachers can tell how well each child is progressing in their learning. They do this by ensuring that planning and assessment takes place in a progressive way across the levels within the national Curriculum for Excellence. Sources of assessment evidence in our schools include:

- observations of learners carrying out tasks and activities, e.g. practical investigations, performances, presentations and discussions
- records and profiles of work created by children and young people.
- information obtained through quality questioning as part of focused conversations between teachers and learners
- written responses
- a product, e.g. piece of artwork, report, project
- accounts provided by others (parents, other children or staff ) about what learners have done
- formal assessments including standardised assessments

In common with most local authorities in Scotland, Aberdeenshire has decided to implement a system of standardised assessments that will help to support this process.

### What does Standardised Assessment involve?

This will involve children participating, every two years, in a short programme of assessments that will cover the core curriculum areas of literacy and numeracy, as well as aspects relating to thinking skills. The assessments will be carried out in normal class time and do not require children

to have taken part in any preparation or revising beforehand. Children use a computer and headphones to complete the assessments, and evidence indicates that they find the questions to be interesting and engaging. A key feature of the system is that the level of difficulty of the questions asked is based on how well the children have answered previous questions. This means that no child will have to face a series of questions that are either too easy or too difficult for them thus ensuring their experience is a positive one.

#### Which pupils will be involved?

All pupils at P1, P3, P5 and P7 will participate in these assessments, as well as pupils in the early stages of secondary education. Whilst we would recommend that all children should participate, we recognise that for a small number of children, this may not be appropriate. The Head Teacher of the school will engage with parents/carers where s/he feels that this may be the case.

#### How will the results of these assessments support your child's learning?

The information resulting from the assessments will provide additional information about each child's learning that will:-

- add to the picture that the teacher already has about your child's progress in their learning
- provide teachers with useful information about learning that will assist them in planning next steps
- provide one part of the range of evidence to which teachers will use to support progress in learning, provide a potential source of evidence, which may be shared in context, in the course of discussions with parents/carers about their children's progress
- provide school managers with a source of evidence that complements the wide range of other evidence, and which allows them to manage and plan for improvement in the future.

#### The information resulting from the assessments will NOT:

- be used to compile rank orders of young people, or indeed, of schools or areas
- be included, as a matter of course, within annual pupil progress reports, or as a separate report which details the outcomes from the testing alone.

#### What assessment system do we use?

The assessment system that Aberdeenshire will be using is provided by the Centre for Evaluation and Monitoring (CEM), which is based in Durham University and which has strong research based links with the School of Education at Durham University. CEM assessments are already used widely across local authorities in Scotland, the rest of the UK, and beyond.

## **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 & Children's Services. We give parents as much notification as possible with regard to visits that affect their child.

## **Local Area Fieldwork Trips/Visits**

The outdoor environment has massive potential for learning offering motivating, exciting, relevant and easily accessible activities. Young people's learning experiences can be enhanced by maximising the potential of the outdoors. Classes will at various points throughout the year be going out of school grounds to explore the local area. Learning experiences of this type will typically include a walk to the local library, Portlethen Academy, Portlethen Church for School Services, a look at local businesses & amenities, map skills, a walk to look at different houses and homes for topic work, a seasonal walk etc. All such local area learning experiences require no special clothing or footwear other than sensible outdoor shoes and a jacket that pupils would normally wear to school.

When outdoor activities require special clothing, packed lunches, transport etc, we will provide you with details and request separate consent. It is important that children come to school sensibly dressed every day with appropriate shoes and a jacket. All such activities are risk assessed and will have the appropriate number of adults supervising. Aberdeenshire Council's Excursions policy states: *'It is usual that schools might anticipate a number of fieldtrips or visits during the course of a school year. Provided the excursions are local, take place within the normal school day and are closely connected to normal school activity, it is acceptable to gain blanket consent from parents for a period of up to one academic year'*. On an annual basis we will seek this blanket consent in August.

Primary 7 pupils have the opportunity to go on a 5 day residential trip. This usually takes place in term 4 and has a focus on health and well-being as well as physical activity.

### ***Personalisation and Choice***

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 cross curriculum study within 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 focus areas. 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](http://www.educationscotland.gov.uk/thecurriculum) and <http://www.educationscotland.gov.uk/parentzone/mychild/primary/>

### **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.

### Play & Active Learning

Play-based curriculum is now widely considered to be the most appropriate approach for the development of young children's learning.

Our pupils learn and develop friendships very naturally through play.

Play at Fishermoss brings about a wealth of opportunities for children to develop their language, creativity and co-ordination skills.

These all contribute to healthy growth and development, knowledge and understanding and capacity to learn.

Through play, they can learn scientific concepts, such as what plants need to grow; mathematical concepts, for example, fitting blocks together to build a tower; literacy skills, such as looking for signs outdoors; technology skills, including scanning their artwork.

In this way, our pupils learn how to:

- Work in partnership with others
- Express themselves
- Build their independence
- Make sense of their experiences
- Manipulate materials
- Test out new knowledge
- Develop new skills
- Make choices and decisions
- Solve problems...and lots more

### Languages

Literacy is at the heart of children's learning. It permeates all areas of life both in and out of school. Literacy enables children to communicate with others effectively for a variety of purposes. Competence in literacy is central to children's intellectual, emotional and social development and has an essential role in all areas of the curriculum.

The four main areas of literacy are: LISTENING, TALKING, READING and WRITING.

Children will be encouraged to develop skills in these areas in a variety of ways. For example by:

- Talking with confidence and clarity
- Listening attentively to others
- Reading with enthusiasm and understanding
- Writing fluently, accurately, legibly and creatively.



## ***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 Fishermoss School this language is French. This language will be learned from P1 through to P7.

From P5 our learners will be introduced to another foreign language.

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.

## **Mathematics & Numeracy**

Pupils develop mathematical skills through practical activities, computation, problem solving, and the use of computers and calculators. Work in other areas of the curriculum also provides many opportunities for pupils to use their mathematical skills in practical ways for example when recording measurements in science experiments, or creating graphs and charts during social studies.

The three components of mathematics on which planning is based are as follows:

### NUMBER, MONEY and MEASUREMENT

Children learn to add, subtract, multiply and divide as well as to work with time, length, weight, area and volume. All pupils undertake mental maths activities on a weekly basis as accurate recall of basic number facts are essential for good progress.



### SHAPE, POSITION and MOVEMENT

Children learn about the properties of two and three-dimensional shapes and to understand and use position and movement through computers and programmable toys.

### INFORMATION HANDLING

Children learn to gather, organise, display and interpret information using graphs, pie charts and databases.

#### Problem Solving

Mathematics is viewed as a problem solving activity. Pupils are challenged to think about what they are doing, to question and to explain. The process enables them to explore a problem, interpret it, and decide how to proceed, reason logically and come to conclusions. Children will be given regular opportunities to explain their approach to classmates. Problem solving enables pupils to apply knowledge learned in different contexts and situations and develop perseverance.

#### Calculators

Practical activities are encouraged throughout the school so that understanding of the steps involved, together with the underlying mathematical concepts are developed. Calculators are useful when working with large numbers or a variety of processes. However, the use of the calculator will not replace the pupil's understanding in addition, subtraction, multiplication and division.

### Social Studies

Children are provided with experiences, which allow them to develop knowledge and understanding of the environment and develop positive attitudes to it. We teach pupils skills, which will enable them to interact effectively with their environment. The approach commonly used in Fishermoss is to embed social studies within a theme, providing a context within which learning can take place.



## Technologies

These experiences and outcomes offer a context for developing the life skills that are recognised as being important for success in the world of work. As children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts. For this reason the framework provides experiences and outcomes which can be applied in:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food & textiles
- Craft, design, engineering & graphics

## GLOW

Glow is an internet based resource that is used in schools by practitioners and pupils to enhance teaching and learning across a range of curricular areas. It is a safe environment for children to use and fully supports Curriculum for Excellence. All pupils will eventually have access to Glow with their own username and password.

## Expressive Arts

Expressive Arts is an area of the curriculum which develops pupils' sensitivity to many aspects of everyday living and prepares them for a very wide range of stimulating and challenging activities. Expressive Arts comprises the following components:

### Art & Design

Art and Design activities enrich the lives of our pupils by contributing to their intellectual, emotional and cultural development through using visual media. Through Art and Design pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate, and gain insight into technological processes. Pupils have opportunities to use materials, techniques, skills and media, and to express ideas, thoughts, feelings and solutions. They are encouraged to appreciate and value their own work, but also the work of artists and designers, and to be aware of the influence of the visual arts and design upon their own lives and on the community.



### Dance

Through dance, learners have opportunities to be creative and to experience inspiration & enjoyment. Taking part in dance contributes to their physical education and physical activity.

### Drama

Drama sessions provide an opportunity for pupils to experience feelings, assume responsibilities, accept group decisions, solve problems and work together co-operatively. Pupils are encouraged to expand their understanding of life experiences, to reflect on a particular circumstance and to make sense out of their world in a deeper way. These aims are achieved progressively through a variety of ways such as using movement and mime, role-play and improvisation.

### Music

From Nursery onwards all our children are encouraged to sing confidently and enthusiastically with expression. We introduce music notation, tuned and untuned percussion in the early stages. Through investigating, exploring, creating and inventing, the children develop their skills. Opportunities for musical production and performances exist.

### Kodaly

The Kodaly Singing and Musicianship programme (KSMP) was launched in schools in August 2004 and it aims to encourage early development of musicianship, establish a culture of regular singing and playing musical games in school, assist class teachers in feeling competent and confident enough to initiate and lead KSMP games in the classroom.

### **Health & Well Being**

Great emphasis is placed on the health, welfare and safety of the children who are encouraged to care for themselves, their families, peers and the environment. Pupils should have the understanding and knowledge that health is concerned with quality of life and reflects physical, mental and social well-being.

The curriculum promotes ways of keeping healthy and provides opportunities to examine growth and change. Children are made aware of the importance of keeping themselves healthy with emphasis on personal care, hygiene, diet and exercise. Staff also tackle sensitive matters such as sex education, alcohol and drug related issues. Fishermoss is a health promoting school and is actively involved in the national 'Hungry for Success' initiative.

### Physical Education

Physical Education provides learners with a platform from which they can build physical competences, improve aspects of fitness and develop personal and interpersonal skills and attributes. It enables learning to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.



### Active Schools

The fundamental aim of Active Schools is to offer school-aged children the motivation & opportunities to adopt active and healthy lifestyles. This initiative recognizes the need for more extra-curricular opportunities for children to get physically active. The coordinator's role is not just about getting children to take part in formal sport, but also aims to introduce more physical activity into their daily lives through active travel (walking or cycling to school), play (games, skipping etc) and dance. We like to utilise the local strengths within Portlethen by linking with current community clubs and groups.

Our Parent Staff Association (PSA) currently contributes to the funding of our Active Schools Coordinator. Look out for the regular updates on activities and if you have any skills or ideas you would like to contribute just get in touch with our coordinator.

Active Schools Coordinator: Graeme McCall  
website: [www.aberdeenshire.gov.uk/activeschools](http://www.aberdeenshire.gov.uk/activeschools)

### **LEARNERS INVOLVEMENT IN THE LIFE OF THE SCHOOL**

At Fishermoss School 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
- P7 Young Leaders - teaching younger children to play co-operatively
- Global Warriors (Eco, Health & Rights Respecting School) - help the school become more environmentally friendly and healthier - all pupils
- Pupil Council - help make improvements to the school.
- Playground equipment rotas and litter rotas - P3-P7 pupils

**Young Aberdeenshire Volunteer Awards**-As a school we actively encourage our senior pupils to become involved in the Young Aberdeenshire Volunteer Awards. This is supported by Volunteer Centre Aberdeenshire, a Scottish Registered Charity. The award supports the implementation of Curriculum for Excellence through the development of two key capacities-Responsible Citizens and Effective Contributors. Pupils who participate are presented with certificates in recognition of their volunteering. Pupils achieve Bronze award for 10hrs, Silver for 20hrs, Gold for 30hrs & Platinum for 45 hrs and over. The pupil achieving the highest number of hours is awarded the Fishermoss School Young Volunteer Cup.

## **INSTRUMENTAL TUITION**

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

For further information <http://www.aberdeenshire.gov.uk/schools/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://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

### **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 weekly 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.

Fishermoss is non-denominational and weekly assemblies are attended by staff and pupils. The School Chaplain attends and leads assemblies at various points during the year. As a school we attend a service at Portlethen Parish Church at Christmas time and at the end of the academic year.

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

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

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

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

Education Scotland

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

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

#### **Early Years - P4**

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

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

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

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

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

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

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

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong. Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school and to actively support the work of the school.



## **School**

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

## **Using Appropriate Language**

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

In early and lower primary the curriculum focus is on:

- Handling and understanding relationships
- Personal and physical changes.
- Respecting oneself and others

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

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

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

## **Drugs Education/Substance Misuse**

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

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

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

An effective Substance Misuse Education programme should aim to:

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

At Fishermoss 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**

## **POSITIVE BEHAVIOUR MANAGEMENT**

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

Together we aspire to make Fishermoss a happy, healthy and safe place for learning for everyone. Pupils, parents and teachers all have an important part to play in achieving this.

### **Golden Rules (School Rules)**

In school we have a framework of Golden Rules which will create a happy, healthy and safe place for learning. The rules are on display in each class and are discussed with children on a regular basis so that they understand what is expected of them.

We are gentle.  
We are kind and helpful.  
We listen to people.  
We are honest.  
We work hard.  
We look after property.

### **Dining Hall Golden Rules**

We line up calmly  
We walk careful through the hall  
We speak quietly to those around us  
We keep our table clean  
We are polite to everyone  
We use good table manners

### **Playground Golden Rules**

We are gentle when we play  
We are kind and helpful towards others  
We respect everyone's games  
We look after the playground  
We listen to and keep the playground safety rules  
We are honest with everyone

## 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 etc. Regular features at assembly include us focusing on **Rights & Responsibilities** also '**Good News about Me**' where pupils share personal achievements with us. We have the '**Golden Book**' where individual pupils are given a special mention for significant effort in work and in play. '**Good Work**' assemblies focus on classroom tasks where pupils have done particularly well and certificates are presented. We also have termly Golden assemblies where pupils are recognised for not having lost any Golden time.

## Sanctions

If rules are broken, the matter will be dealt with immediately by any member of staff who happens to be on the spot. Staff will discuss the misdemeanour with the pupils concerned stressing why such behaviour is unacceptable. Golden time may be lost.

More serious misdemeanours will result in discussion between the pupil or pupils concerned and the Head Teacher or Depute Head who may decide to bring the matter to the attention of all pupils for fuller discussion. Parents of the pupil or pupils concerned may also be contacted. Parents are asked to co-operate by supporting and upholding disciplinary measures undertaken by the school. Where significant behavioural problems occur, after due consultation with the parents, advice will be sought from external agencies.

## BULLYING

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

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

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

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

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

Punishment can make a person resentful instead of reflective. Children who bully are given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others.

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.

Please visit our school website for further information on Restorative Approaches.

### ***Race Relations Act***

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

### **EXCLUSION**

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to:  
[http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

### **PARENTAL INVOLVEMENT**

#### **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. **Learning at Home:** 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 their school experiences. **You can support this by:**
  - Helping with any homework 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>
  - Volunteering with an aspect of school life (please note that all volunteers need to undertake a PVG check. This involves completion of paper documents which are then scrutinised by Disclosure Scotland. PVG is then considered for granting.
  - Supporting the school in upholding its discipline and school values.
  - Completing questionnaires that are sent to you seeking your views and opinions on how the school operates.
  - Complete the Care Inspectorate 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 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://aberdeenshire.gov.uk/schools/parents-carers/involvement/parent-forums-and-councils/>

## **Parent Staff Association**

The aims of the PSA are to:

- Advance the education of pupils by providing and assisting in the provision of facilities for education which are not normally supplied by the Education Authority.
- Help promote close links between parents and the school

Regular fund-raising events and social occasions are held to help promote these aims. The PSA consists of members of staff as well as parents.

## **COMMUNICATION**

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

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. Pupils' Homework Diaries are also used for communication between home and school.

We produce a variety of written information for parents: School Newsletters, Class Newsletters, Letters & Minutes. We also communicate with parents through the use of email and texts.

### Curricular Events

A 'Show and Tell' curriculum event is held during Term 1. You will find out more about the experiences your child will have at school relevant to your child's stage.

### Parent/Teacher Consultations

It is school policy to hold two private evening meetings for all parents during the school session. On the first occasion, an early opportunity (Oct/Nov) is taken to exchange information and ask questions. The second consultation follows the written reports.

### Pupil Reports

Staff write a comprehensive report on pupils' progress during the year. The report is usually issued in May. A parental response sheet is issued with the reports, parents and pupils are invited to comment.

Other means of communication include curricular events, concerts, class assemblies, performances, open evenings.

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.



## Homework

As part of our home/school links pupils will undertake homework tasks related to their work in school. All homework aims to:

- Provide an opportunity for children to consolidate skills and knowledge taught in class
- Encourage, from an early age, the good habit of revising new skills and extending knowledge through independent research
- Foster a meaningful and participative link between home and school
- Provide all children with an opportunity to evaluate their learning at home.

## **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, may carry 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 or emotional well-being.
2. Please fill in and return all questionnaires sent to you. This assists the school to meet your child's needs.
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.

**You can contact your school health staff at:**

Portlethen Academy - Rachael McBride - 01224 782174

## **THE PROGRAMME OF ROUTINE DENTAL INSPECTION OF SCHOOL CHILDREN**

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 booklet for information about the Childsmile Tooth brushing Programme.

## **ADMINISTRATION OF MEDICINES**

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, ie 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.

### ***Sunscreen***

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

### ***Illness during the school day***

Children who are ill are best kept at home for their own comfort.

However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be aware that staff in school have a range of duties to perform in a day so we would ask that you make arrangements to collect your child as quickly as possible.

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

## **TRANSITIONS**

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Fishermoss 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 Early Years Setting, 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 Early Years setting, to meet staff, to meet with the other children and to find out about life in the Early Years and what you can do to support your child's transition into the Early Years Setting. 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 Early Years setting your child is joining us from may also provide transition information regarding your child's needs and learning journey.

### **Delayed Entry 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 the school beginning 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.

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.

Primary 1 parents are invited to join their child for a school lunch. A Primary 1 Curricular Event is also arranged for parents early in Term 1. Information communicating details of P1 induction

arrangements along with dates will be communicated directly to Prospective P1 parents around April/May.

### **Transfer to Secondary Education**

Most children from Fishermoss School attend Portlethen Academy in Portlethen. (Telephone Number 01224 782174).

Fishermoss School is part of the Portlethen Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 3 days at Portlethen Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school early in Term 3. Parents also have the opportunity to visit Portlethen Academy where information will be shared and questions can be asked.

Liaison between Fishermoss Primary and Portlethen Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Portlethen Community Schools Network. Transition 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. Portlethen Academy staff also visit our pupils in Fishermoss 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) Fishermoss School supports any alternative transition arrangements wherever possible. Placing request forms are available from the school – see section 1 for further information on placing requests.

### **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 "Meet the Teacher" time is also arranged where pupils can meet their next teacher and their classmates. Opportunities exist throughout the year for children to work on joint projects and activities 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. **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 Scotland and 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.'

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

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 by dialling one of the numbers below during office hours or if calling during evenings and weekends 08458400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)

All Education & Children's 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 schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire - Education & Children's Services Guidelines can be accessed through: <http://www.girfec-aberdeenshire.org/child-protection/>

## **ABERDEENSHIRE COUNCIL EDUCATION AND CHILDREN'S SERVICES**

### **SUPPORT FOR 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

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. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Additional Support for Learning(ASfL) teachers, Educational Psychology Services, Sensory Support Service, English as an Additional Language (EAL), Intervention Prevention Teachers, Nurture Teachers, ASPECTS, Pupil Support Workers, Family Support Workers.

Our partner agencies include , Therapists e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy; Community Paediatricians, school nurses, Police Liaison Officers, social workers and those from voluntary organisations (e.g. Grampian Autistic Society, Aberlour Trust).

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 Service**

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

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.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange 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. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at:  
<http://www.aberdeenshire.gov.uk/schools/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.



### ***Meeting needs through Enhanced Provision***

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time.

Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher.

Local, direct 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](mailto:ELL.Enquiries@aberdeenshire.gov.uk)

### **IDENTIFYING & 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 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](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://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](http://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 1<sup>st</sup>  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at: [www.sclc.org.uk](http://www.sclc.org.uk)

**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 Additional 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 & 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), homework, 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 Depute or 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](mailto: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 - <http://www.aberdeenshire.gov.uk/online/have-your-say/have-your-say/>

## **INSURANCE**

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or 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 & Children's 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 & 5**

**School Improvement**

**Data Protection**

## **SCHOOL IMPROVEMENT**

### **Standards & Quality Report & Improvement Planning**

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

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](http://www.ltscotland.org.uk/scottishschoolsonline)

For further information on national quality indicators go to [www.journeytoexcellence.org.uk/about/keydocuments/part3.asp](http://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. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

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

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

## **DATA PROTECTION**

### **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)

## **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)
- Statistical analysis to monitor performance and inform priorities for improvement.

## **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, Skills Development 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.

## ***Your Data Protection Rights***

The Scottish Government ensures the collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). This also complies with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how the Scottish Government will use your data. This note can give only a brief description of how data is used. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>).

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland, they may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with their data policy. This ensures that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

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](mailto: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. A 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/>

### ***ScotXed***

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

# **Section 6**

## **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://www.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](mailto:benefits@aberdeenshire.gov.uk)
- In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/h/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://www.aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

## STAFF LIST AND CLASS ALLOCATION (December 2017)

Present roll: Nursery 55  
Primary 287

Margaret Ferguson	Head Teacher
Dawn Anderson	Depute Head Teacher
Helen Sang	Teacher - P1S
Ashleigh Diez	Teacher - P1D
Shona Bloice	Teacher - P2
Gillian Stewart	Teacher - P2/3
Pauline Muir	Teacher - P3
Lorena Ferrero	Teacher - P3/4
Fiona McRae	Teacher - P4
Jenny Storey/Alyson Young	Teacher - P5
Janelle McDonald	Teacher - P5/6
Charlie Barrow	Teacher - P6
Linda Dawson	Teacher - P7D
Yvonne Sayer	Teacher - P7S
Ashleigh Rennie	Maternity Leave
Hazel Longfield	Early Years Lead Practitioner
Lynsey Garden	Early Years Practitioner
Laura Merson	Early Years Practitioner
Debbie Charlton	Early Years Practitioner
Anne Ritchie	Early Years Practitioner
Lesley Milne	Early Years Practitioner
Kirsten Brown	Support for Learners
Sallie Piper	Support for Learners
Jacqui Gill	School Administrator
Michelle Duffy	Clerical Assistant/Receptionist
Arthur Pearson	Janitor
Brenda Dixon	Pupil Support Assistant
Maureen Bragg	Pupil Support Assistant
Heather Shepherd	Pupil Support Assistant
Anne Ritchie	Pupil Support Assistant
Lesley Robertson	Pupil Support Assistant
Shirley Taylor	Pupil Support Assistant
Donna Gibb	Pupil Support Assistant
Duncan Thomson	Piano Instructor
Jane Davidson	Violin Instructor
Janette Thom	Cook Supervisor
Flo Wood	Kitchen Assistant
Suzanne Rankin	Kitchen Assistant
Margaret Neville	Kitchen Assistant

Angela Evans	Kitchen Assistant
Rev John Watson	School Minister (vacancy)
PC Russell Crawford	Police Liaison Officer
Rachael McBride	School Nurse

## ATTAINMENT DATA

	Reading			Writing			Maths			H&WB		
	15/16	14/15	13/14	15/16	14/15	13/14	15/16	14/15	13/14	15/16	14/15	15/16
P1,P4 & P7	88	88	93	85	86	92	90	84	94	99	92	99

## TERM AND HOLIDAY DATES SESSION 2016-2017

### Term 1

Monday 15<sup>th</sup> August 2016-Staff In-service Day  
 Tuesday 16<sup>th</sup> August Start of Term 1 for Pupils  
 Friday 7<sup>th</sup> October-Last day of Term 1

### Term 2

Monday 24<sup>th</sup> October -Start of Term 2  
 Monday 14<sup>th</sup> November-Staff In-service Day-school closed to pupils  
 Tuesday 15<sup>th</sup> November-Staff In-service Day-school closed to pupils  
 Monday 19<sup>th</sup> December - 9.30am Church Service  
 Wednesday 21<sup>st</sup> December-Last day of Term 2

### Term 3

Thursday 5<sup>th</sup> January 2017-Start of Term 3  
 Thursday 9<sup>th</sup> February-Mid Term Holiday-School closed to pupils and staff  
 Friday 10<sup>th</sup> February-Mid Term Holiday-School closed to pupils and staff  
 Monday 13<sup>th</sup> February- Mid Term Holiday-School closed to pupils and staff  
 Tuesday 14<sup>th</sup> February- Staff In-service Day-School closed to pupils  
 Wednesday 15<sup>th</sup> February- Staff In-service Day-School closed to pupils  
 Friday 31<sup>st</sup> March- Last day of Term 3

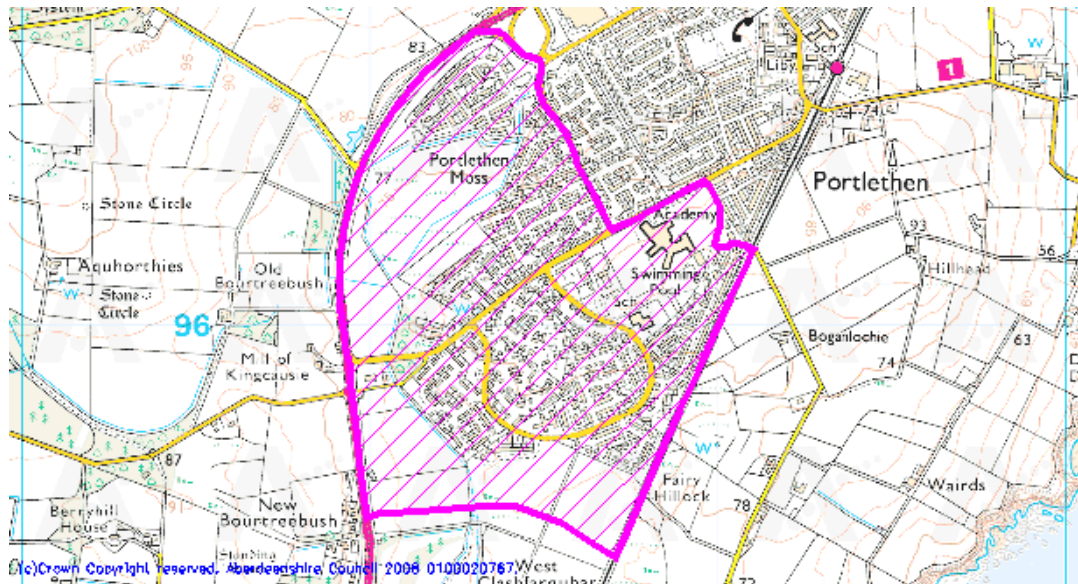
### Term 4

Tuesday 18<sup>th</sup> April- Start of Term 4  
 Monday 1<sup>st</sup> May-May Holiday-school closed to pupils and staff  
 Friday 30<sup>th</sup> June-Last day of Term 4  
Seven week summer holiday before session 2017-18 starts on 22/08/17 for pupils.

Please also find a link to the annual holiday calendar-

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

# MAP OF CATCHMENT AREA



<http://www.aberdeenshire.gov.uk/local/map.asp?x=391472767&y=796041498&scale=10000&base=OS%20Basemap&overlays=Education>

# PLAN OF SCHOOL

THIS DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY. FOR PRECISE DETAILS REFER TO THE APPROPRIATE TITLE DOCUMENTS - CONSTRUCTION / SERVICE DRAWINGS.

**Floor Plan**

Scale: N.T.S. OS Ref: Date Drawn: 24 July 98 By: RS

ASSET REGISTER DRAWING 1 of 2  
 FISHERMOSS Primary School Dept Education  
 PMS000683 | rfi Berrymuir Road, Portlethen, Aberdeen, AB12 4UT

Amended 18th March 2011  
 Amended 17th March 2010  
 Amended 3rd February 2009  
 Amended 1st July 2008  
 Amended 5th December 2003

**Aberdeenshire COUNCIL** **Property**  
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 Property is a part of the Transportation and Infrastructure Services.

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.



