

# Papdale Primary School

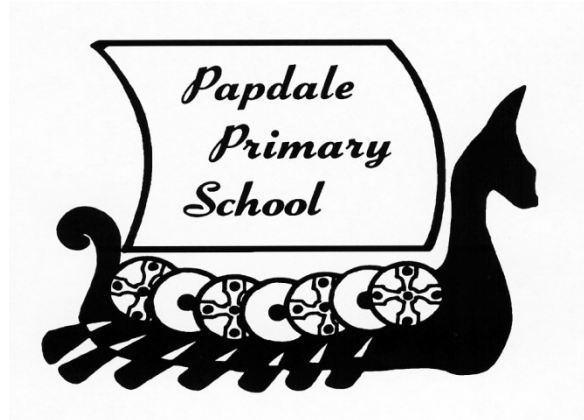
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## School Handbook 2018 - 2019



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## Foreword from the Head of Schools

I am pleased to introduce the School Handbook for session 2018/19 and hope that it will provide you with all the relevant information you may need concerning your child's school.

In Orkney we have a wide range of schools, different types and sizes; each one provides a learning experience which is very much linked to the community the school serves. The School Handbook offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in both supporting your child and getting involved in your child's education.

If you have any queries please contact the Head Teacher of your child's school in the first instance and they will be happy to offer any clarification you may need.

Peter Diamond  
Head of Schools

## Orkney Islands Council's Vision, Values & Aims

This is our community. We want the very best for everyone.

Our core values are:	Respect	Responsibility
	Enjoyment	Being Safe
	Being Healthy	Being Active
	Being all we can be	

Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as active, healthy individuals who take responsibility for their own learning and enjoy learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we celebrate their successes individually and collectively.

The key aim of the Service is:-

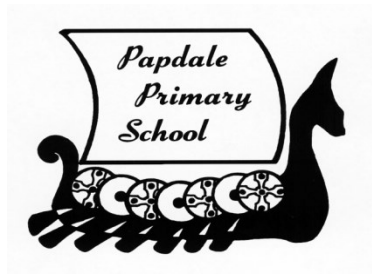
We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:-

Successful learners	Confident individuals
Responsible citizens	Effective contributors

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this brochure to parents whose first language is not English. Enquiries should be directed in to the Education, Leisure & Housing telephone 01856 873535 or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk)



Dear Parents/Carers

It is with pleasure that we welcome you and your child to our school.

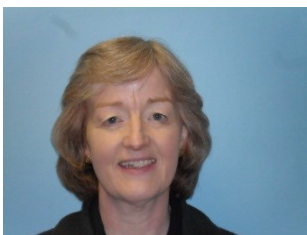
As a staff, we work closely together as a team to ensure that your child enjoys a wide and varied curriculum during his/her time at Papdale and we are confident that your child will feel happy and secure in our care.

We hope that all our children will become successful learners, who are confident and responsible. We value our childrens' views and encourage them to develop their own opinions, think for themselves and to take the initiative in their own learning.

At Papdale Primary School, we value our close links with our parents and the community and try to foster links throughout the school year.

This information booklet provides parents with basic information about our school, its organisation and the curriculum we offer. If you wish further information or wish to visit our school, please do not hesitate to contact the school office.

Should you at any time wish to discuss a matter directly with myself, Mr Peace, Mrs Dufort or Mr Balfour, we shall be only too pleased to arrange a meeting. We look forward to sharing the education of your child.



Mrs Bruce  
Head Teacher



Mr Darren Peace  
Acting DHT P1 - P4



Mrs Dufort  
DHT P5- 7



Mr Balfour  
Business Manager

Mrs Jane Bruce  
Head Teacher

## Our Pupil Council, Eco Club and Games Parliament

Pupil Council		Eco Club		Games Parliament	
4E	Ran Jackson-Rouse	4E	Aiden Kennedy	4E	Drew Miller
4M	Lily Dixon	4M	Serena Robinson-Hamilton	4M	Kirsty Copland
5E	Catherine Leslie	5E	Fergus McCairn	5E	Laurie Thomson
5M	Finley Cooper	5M	Meghann Gunn	5M	Madaleine MacLean
5/6S	Aiden Gunn	5/6S	Sophia Robinson-Hamilton	5/6S	Kieran Gray
6E	Jason Foubister	6E	Tom Hamilton	6E	Jamie Gray
6M	Joe McGuigan	6M	Georgia Pearce	6M	Kyle Scott
7E	Tam Clark	7E	Ellen Walls	7E	Dillon Hume
7M	Grace MacPherson	7M	Milly Donaldson	7M	Elsie-Mae Tulloch
7S	James Grant	7S	Kimberely Sinclair	7S	Bailey Drever

### What we do

There is an active Pupil Council, Eco Club and Games Parliament at our school which includes representatives from all our P4-7 classes. The members of each group are elected by their class peers at the beginning of the session and they hold office for the duration of one year. Throughout the year, they will meet regularly with a member of the management team. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur. The Representatives from each group visit our P1 - 3 classes to share information and seek their views.

### Eco Club

They meet with Mrs Dufort, Mr MacKinnon our Head Janitor and Mr Macnaughton our School Chaplain. They discuss issues relating to the environment in and around the school as well as worldwide. They set targets for us relating to sustainability and organise an Eco Action Day or Week each year.

### Games Parliament

It meets with Mr Balfour to discuss the playground, games, rules, sportsmanship and look at ways to help everyone enjoy our breaktimes outside.

### Pupil Council

It meets with Mrs Bruce to look at any issues, suggestions or comments the children in classes, bring up which relate to general school life e.g. school dinners, the corridors etc.

## A Welcome from our Parent Council

On behalf of the Parent Council - Welcome to Papdale Primary School! We wish to extend a particular welcome to all children and parents new to our school, we hope you are all settling in well and that 2018/19 is going to be a really enjoyable and productive year for everyone!

The Parent Council of Papdale Primary School is made up of elected parent members along with the Head Teacher and Business Manager. The Parent Council meets at least once every term.



The role of the Parent Council is to represent the views of all parents and to meet with the Head Teacher to discuss any concerns, ideas, or matters that could help with the running of the school. We are keen to work with you to help the school give your child the best education possible. We value and welcome parents' involvement in the school.

We hope to keep you updated with our noticeboard, which is in the reception area at the main entrance and our web page on the school website where you can view the constitution, minutes from our meetings and details on the Parent Representatives on this years Parent Council.

We are here to represent **you** so please get in touch if there's anything we can do to help. This can be done by speaking to any of our Parent Reps, by email at [papdalepc@gmail.com](mailto:papdalepc@gmail.com) or by contacting the school directly.

Our AGM is held in September each year and a note will go out through the school advising the Parent forum of the date, time and venue.

## Practical Information about the School

### Contact Details

Papdale Primary School  
Willow Road  
Kirkwall  
KW15 1PJ

Head Teacher: Mrs Jane Bruce

Telephone Number 01856 872650  
Fax Number 01856 870392  
E-mail address [admin.papdale@glow.orkneyschools.org.uk](mailto:admin.papdale@glow.orkneyschools.org.uk)  
Website address <http://www.orkney.co/papdale/>  
Facebook [www.facebook.com/papdaleschool/](http://www.facebook.com/papdaleschool/)

Papdale is a non-denominational primary school for children from 3 years to Primary 7. The current school roll is just over 500 (including Early Learning and Childcare).

### Visits of Prospective Parents and Children

Parents seeking a place for their child are most welcome to visit our school. Arrangements can be made by phoning the School Office to make an appointment.

### The School Day

#### ELCC

<b>Early Bird Session</b> 8-30 to 9am (0.5 hours)	<b>Morning Session</b> 9 to 11-30am (2.5 hours)	<b>Afternoon Session</b> 12-30 to 3-00pm (2.5 hours)	<b>End of Day Session</b> 3 to 5-30pm (2.5 hours)
	<b>Day Time Session</b> 9am to 3pm (including lunch) (6 hours)		

P1 to P7 School day begins at 9am and ends at 3pm

Morning interval	P1 - 7	10.45am - 11.05am
Lunch	P1 - 3	12.45pm - 1.30pm
	P4 - 7	1.05pm - 1.50pm



## Our School Staff 2018 - 19

### Head Teacher

Mrs Jane Bruce

### Business Manager

Mr Kevin Balfour

### Class Teachers

1E Mrs Christine Rendall  
1M Mrs Helga Flett/Mrs Vicki Learmonth  
1/2S Miss Steph Stanger  
2E Miss Rhona Black/Ms Fiona MacMillan  
2M Mrs Irene Drever  
3E Mrs Kristine Clouston  
3M Mrs Christine Sinclair/Mrs Alison Guthrie  
3S Miss Sarah Work  
4E Mr Jo Hill  
4M Mr Andy Brown  
5E Miss Lauren Copland  
5M Mrs Lesley Gordon/Mrs Anna Learmonth  
5/6S Mrs Michelle Kennedy/Mrs Sally McNeish  
6E Mr Erik Spence/Ms Fiona MacMillan  
6M Mrs Becky Ewing  
7E Mrs Heather Coltherd  
7M Miss Nina Linklater  
7S Mrs Mhari Eunson/ Mrs Hannah Cromarty

**Nursery Manager** Miss Caroline Easton

### Support Staff

#### Senior Early Years Practitioner

Nursery Mrs Nicola Scott

### Depute Head Teachers

Mrs Amy McCracken (P1 - P4) (Dec-July)

Mrs Michèle Dufort (P5 - 7)

**Acting Depute** Mr Darren Peace (N - P4)  
(Aug-Dec)

### SfL Teachers

Mr Rognvald Omand

Mr Steve Miller

### Expressive Arts Teachers

#### PE

Mrs Amy Smith

#### P1/2 Movement Group

Ms Linda Shearer

#### Art

Mrs Jennifer Scott

#### Music

Mrs Jenny Keldie

Mrs Elaine Bain

### Early Years Practitioners

**Lead EYP** Mrs Lorna MacIntosh

Nursery Mrs Leah Rendall

Nursery Miss Kayleigh Wick

Nursery Mrs Audrey Marcus

Nursery Miss Suzanne Williams

Nursery Mrs Teresa Peace

Nursery Miss Cassie Adams

MA Miss Finley Gordon

**Early Years Workers Early Intervention**

Mrs Debbie Delday

Mrs Lesley Spence

**Support for Learning Assistants (SfLAs)**

Miss Lorna Hymers

Mrs Nora Rendall

Miss Kim Dearnness

Mrs Janet Moar

Mrs Alice Peace

Mrs Fiona Robertson

Mrs Yvonne Hayne

Miss Sandra Gillespie

**Office**

Mrs Joyce Gray

Miss Leanne Spence

**Janitors**

Mr Neil McKinnon (Head Janitor)

Mr Jim Fraser

**Auxiliaries**

Mrs Tracey Walls (First Aider)

Mrs Gillian MacKay (First Aider)

Mrs Doreen Norris (First Aider)

Mrs Sarah Harris

Mrs Jane Scott

Mrs Fiona Robertson

**Speech and Language Therapist (SALT)****School Nurse**

Mrs Hannah Leslie

**Educational Psychologist**

Ms Cathy Lyner

**School Chaplain**

Rev Fraser Macnaughton (St Magnus Cathedral)

**Instrumental Tuition**

**Brass** Mr Brian Jones

**Woodwind** Mr David Griffith

**Strings** Mrs Karen Griffith (violin)

Mrs Linda Hamilton (cello)

**School Cook**

Mrs Ellie Newlands

**Also based at Papdale Primary School****Early Years Service**

Mrs Catherine Diamond (PT)

Mrs Liz Innes

Mrs Manda Balfour

**Orkney Language Unit**

Ms Anna Owens (Teacher in Charge)

# Attendance and Absence

## Attendance

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.

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

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 and safety of the individual child. 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 please telephone the school between 8.15 and 9.30 am on the first day of his/her absence.
- If you would find it more convenient to send in a note via your child's brother or sister or a friend that would also be acceptable.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.

## Planned Absence

- Parents are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents are asked to provide the Head teacher with information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made out with the school day, where possible.

## Contact Details

Parents are asked to ensure that telephone contact numbers (home, work and emergency contact(s)) and emails are kept up-to-date. Only numbers where someone will be available to respond in all normal circumstances should be used as these may be needed to pass on important information.

Please read the following guidelines on Attendance and Absence from OIC (Orkney Islands Council):

*It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.*

*Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).*

*Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.*

*Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.*

*Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.*

*A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.*

*National guidance on the management of attendance and absence in Scottish schools can be found at the following link: <http://www.scotland.gov.uk/Publications/2007/12/05100056/0>*

## **Comments, Suggestions and Complaints Procedure**

We are keen that you should be completely satisfied with your child's education so we encourage feedback from parents and children, whether it be compliments, suggestions or complaints.

We regularly ask parents for their opinions on specific aspects of the school's work through surveys and questionnaires and have a letter box in the school reception area where comments can be posted, anonymously, if wished.

### **Raising your concerns about school**

If you have any concerns, in the first instance, please contact your child's teacher via the school office or put a wee note in a homework notebook if your concern relates to the classroom. This is usually sufficient.

If the issue is felt to be unresolved after discussion with the class teacher or your concern relates to the school generally you may wish to contact the Depute Head Teacher for the stage of school, the Head Teacher or another member of the Management Team either by note, telephone or in person.

If you do not feel your concerns have been addressed by us you can choose to contact the Orkney Islands Council Education Service to register your concerns in writing or by e-mail. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some points of which you should take note before registering a complaint with the OIC Education Service:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further using the Orkney Islands Council Complaints Procedure. You can put your complaint in writing or fill in a complaint form, available in the school or Council Office. We can help if you have difficulty with this. Completed forms should be sent to: Complaints Officer, Education, Leisure & Housing, Council Offices, School Place, Kirkwall KW15 1NY or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk)
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

# Parental Involvement

## Becoming Involved in School

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

## Opportunities for Parental Involvement:

During the school day:

- Helping in the ELCC class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities e.g. board games, art and craft in small groups
- Supporting educational visits/trips
- School concerts - making costumes, props, supervision of children
- Road safety - Cycle Training



**Parent and  
Child/children**

Outwith the school day:

- Fundraising events
- Trips, eg, sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds - maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

All parents are invited to attend two Parents Evenings throughout the year in October and March. At these meetings parents will have the opportunity to meet their child's class teacher for a 10 minute interview and hear about their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to look at their child's Learning Jotter which comes home termly with their child and support as appropriate the completion of homework tasks on a daily/weekly basis as advised by the school.

## Parent Councils

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

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and 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.
2. Home/School Partnership: closer working partnerships between parents and the school - such partnerships being essential to ensure that the child gets maximum benefit from its school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council representing their views.

You can find out more about your Parent Council by emailing [papdalepc@gmail.com](mailto:papdalepc@gmail.com) or contacting the Head Teacher.

## School Ethos

Our school ethos is built on respect for all. We believe that positive relationships are key to building a productive school community that serves the needs of all its members.

We promote and encourage 'Restorative Approaches' in the school where all views are listened to and solutions to problems or difficulties are discussed. We encourage our young people to think about others and take responsibility for their actions.

We are committed to working in partnership with parents and the wider community. We have an active and effective Parent Council who ensure parent's views, opinions and ideas are shared with the school. We try to promote a sense of community spirit and belonging. Together we work hard to ensure our children can be all they can be!

## Celebrating Achievements

We regularly share our children's achievements and successes whether this is in class, at whole school assemblies or at our weekly Business Meetings and activities such as open afternoons, parent meetings or formal prize giving events.

We are proud of our children's achievements out of school and encourage our children to share their success with the whole school at Assemblies and Business Meetings. Learning Jotters, with examples of children's work, are sent home termly so that parents and carers can discuss achievements and next steps in learning.

Our Papdale's Proud Boards, Good News Boards, websites, class blogs and our termly newsletters also provide opportunities to share achievements and successes.





# Papdale Primary School Rules

## Papdale Primary School Rules

When your child enters Papdale Primary School they will be introduced to the school rules. The establishment of 10 reasonable and easily understandable school rules was and is central to our approach to behaviour and discipline.

The following 10 rules were agreed through consultation with children, parents and staff. All children and parents receive a copy of the rules and are asked to acknowledge that they have read these rules. Rules are displayed throughout the school and in every classroom

1. Behave well at all times.
2. Listen without interrupting, when someone is talking.
3. Speak quietly and politely.
4. Always walk within the school building.
5. Be helpful and kind.
6. Be honest.
7. Take care of people, property and possessions.
8. Play safely and fairly.
9. Let others learn.
10. Always work to the best of your ability.

## Our Top Ten Tips for a perfect playground – agreed by children and staff.

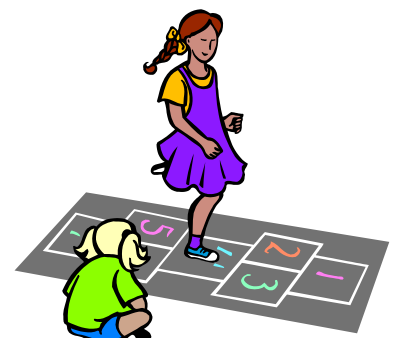
We all agree and say "Yes please!" to:

- 1 Listening to and respecting the adults on duty.  
Please follow their directions the first time they are given.
- 2 Using playground equipment properly and safely.  
Please share so everybody has a turn.
- 3 Showing good manners to adults and other children.  
Please be kind, caring and polite.
- 4 Being a good sport.  
Please let others join in and play fairly.
- 5 Putting litter in the bin.  
Please keep our playground tidy.



We all agree and say "No thank you!" to:

- 1 Verbal abuse of any kind.  
Please do not swear or use rough language.
- 2 Hitting, kicking, punching or any kind of physical violence.  
Please do not hurt anyone.
- 3 Bad manners.  
Please be polite to everybody at all times.



- 4 Cycling in the school grounds.  
Please push your bike in the playground.
- 5 Spoiling our playground.  
Please look after each other and all the playground equipment.

Have fun, follow these top ten tips and we will have a perfect playground.

### **Encouraging Good Behaviour**

All Staff at Papdale encourage the children to engage in good behaviour. We believe it is important to foster a positive attitude within the school and reward good behaviour.

This is achieved by:

**GOLDEN TIME** - all children who follow the school rules get 40 minutes of Golden Time per week. This time provides an opportunity for them to enjoy an activity of their choice.

**GOLDEN TIME CERTIFICATES** - all children who follow the school rules are issued with a special "Golden Time Certificate" at the end of each term.

**GOLD STARS** - each child who follows the school rules is allocated a gold star. The class with the most gold stars at the end of each term earns a special class treat.

**GREEN SMILES** - a popular well-established system which helps children focus on good manners e.g. holding open doors, please and thank you etc. Children who get 10 green smiles get a **GREEN SMILE CERTIFICATE**.

**PLAYGROUND GAMES** - Sporting play and team work are encouraged through the Games Parliament.

**GOLDEN BOOK ASSEMBLIES** - these are held each term when we celebrate individual and class achievements. We also invite parents and members of the local community to nominate any children they may have come in contact with outside school.

# School Curriculum

## *Curriculum for Excellence*

*Bringing learning to life and life to learning*

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world. Curriculum for Excellence will be fully implemented across Scotland by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery/pre-school to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of Literacy, Numeracy and Health and Wellbeing from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications introduced and phased in for the Senior Phase in Secondary schools. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

Please contact the head teacher if you would like any further information about the curriculum within our school.

## **Curriculum Aims**

The curriculum aims to provide greater choice and opportunity for children and a single, coherent curriculum for all young people from 3 - 18. It also aims to enable all young people to become:

**successful learners  
responsible citizens**

**confident individuals  
effective contributors**

The curricular areas are:

**Health and Wellbeing  
Mathematics & Numeracy  
Social Studies  
Religious and Moral Education**

**Languages & Literacy  
Sciences  
Expressive Arts  
Technologies**

The curriculum develops through five broad stages from age three to eighteen.

**Early Level**

**Nursery - P1**

**First Level**

**P2 - P4**

**Second Level**

**P5 - P7**

**Third and Fourth Levels**

**S1 - S3**

**Senior Phase**

**S4 - S6**

Our regular termly Newsletters and website provide details and information on how children are engaging and actively involved in the curriculum. If you have any questions please don't hesitate to contact the school or you can find more information on the "Parentzone" or Scottish Parent Teacher Council websites.

## **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## **Planning Children's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with children, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Children in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block, progress against these aims is assessed by the teacher and child, and, new targets are set for the following block of learning.

## Sex and Drugs Education

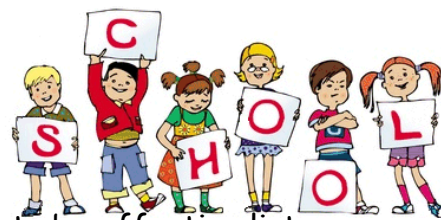
Sex and Relationships and Drugs Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways to express and deal with feelings and emotions
- Ways to keep safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate. An effective programme of education about Sex and Relationships is best built on parents and schools working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times. Any parents who do have any questions or concerns should contact the Head Teacher directly.

## Literacy and Languages

Teaching in language falls under four main headings:



Listening is the key to all learning. The various skills required to be effective listeners are developed throughout the years at primary school.

Talking skills are formally developed to enable children to be effective communicators, for all life situations. Children are encouraged to express their own ideas, opinions and feelings confidently and articulately.

Reading is a fundamentally important skill. Emphasis is placed at the early stages on reading out loud, i.e. decoding the printed word into spoken word. The teaching of phonics (sounding out) features strongly. Thereafter more sophisticated reading skills are developed e.g. research and reference skills, inference, speculation; in-depth understanding of complex passages etc. Recreational reading for pleasure is stressed at all stages.

Writing skills for all life purposes are developed alongside the important technical skills of spelling, handwriting and grammar. A variety of resources are employed to assist learning across the levels of study in Language.

## Numeracy & Mathematics

Our mathematics policy is based on the programmes of study from Early to Second Level in accordance with the CfE Guidelines. This begins in Pre-school and covers all aspects of mathematics. The children study the following areas:

Number, Money and Measure  
Shape, Position and Movement  
Information Handling



The development of skills in mental maths will also receive an important focus.

## Health and Wellbeing (HWB)

Our PE programme includes gymnastics, games skills, fitness and dance. The children in P6 and P7 also participate in swimming lessons.

Alongside Religious and Moral Education we offer learning opportunities related to Personal and Social Development (PSD) and Health Education.

Detailed programmes of study have been developed in these areas. As children reach P6 and P7 parents will be informed fully of the sexual health programme for these stages. As is appropriate, parents will decide whether their children will participate in these lessons or not. At Papdale great emphasis is placed on the personal and social development of our children. We believe that a positive and proactive approach to PSD is fundamental to the success and well being of each and every member of our school community. With this in mind, Papdale runs a 'Buddy Scheme' in which P7 children provide friendship support to other children in the playground. 'Golden Book' assemblies are also held regularly to recognise and praise the children's achievements and efforts and celebrate success, both in and out of school.



## Religious and Moral Education (RME)

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the head teacher and the school will agree alternative arrangements with parents as necessary.

## Facilities for Physical Education and Outdoor Activities

The school hall/gym has a variety of apparatus for physical education within the school. As part of the school's physical education programme, children may also use the facilities of the local sports complex, swimming pool or sports pitches.

## School Trips

In addition to in-school activities, classes also make regular educational visits and field studies. School Trips are a very important aspect of the curriculum for all children. Trips are planned carefully to ensure a safe and educationally stimulating experience for those taking part linked to pupils' class work.

The Council's safety procedures are adopted and parental consent sought before all trips. All activities are supervised by members of staff, and parent helpers, when required. Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.





## **Extra Curricular Activities**

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable.

At Papdale we have extensive grounds and a very well equipped playground with a Scrapstore Playpod, adventure playground with slides and climbing frames, climbing stones/wall, free running course, ball court and all weather pitch. The Games Parliament also arrange occasional activities for children during break and lunchtimes (hoppy races, leap frog etc).

After School Clubs include a Chess Club (P5-7), and SUPA Club Scripture Union Group (P5-7). These clubs run at different times during the school year and parents will be informed when they are available.

The Papdale teams involved in the Primary Netball and Football competitions are managed under the auspices of the Parent Council. Training takes place weekly for the P5-7 children involved.

Parent Council and parent helpers also support extra-curricular activities.

Parents are encouraged to contact the school if they would like any more information on activities or if they would like to volunteer to support school activities.

## **Active Schools**

The Active Schools Network in Scotland is a team of people working within schools and the wider community. Their goal is to offer all children and young people the motivation and opportunities to 'get active' ensuring there are more and higher quality opportunities for all children to participate in sport within schools and to increase capacity through the recruitment of a network of volunteers, who in turn deliver activity sessions in schools. Further information is available on the Active Schools webpage of the Council website:

<http://www.orkney.gov.uk/Service-Directory/S/active-schools.htm>

## **Outdoor Education**

Rich in culture and community, set in a diverse, exciting, even exhilarating environment, Orkney has an outdoor education provision set to reflect its own status. Outdoor Education opportunities, especially those with a residential element, play an important part in promoting the personal and social development of people of all ages and abilities, as well as contributing to their understanding of environmental and developmental education themes.

Sometimes the focus of activities will be on the development of particular skills, at other times on the process by which learning occurs, or by the provision of opportunities for learning through direct experience. The range of Outdoor Education and the development of diverse activities create a need for instructors and teachers to be flexible in their approach. Teaching and instructional styles have clear emphasis on the needs of the individual and the group.

At Papdale all our P6 children will have the opportunity to attend a residential trip to the Hoy Outdoor centre lasting 2/3 days. P7 children will have the opportunity to attend a week long residential trip to an outdoor education facility on the Scottish Mainland.

### **Homework**

Children are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help their children with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and make parents aware of what their child is learning and can provide a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

### **Care of Books / Materials**

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fitments should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the book. Any loss of school or Council property should be reported immediately to the school.



## Assessment

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils (peers), parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment - learners will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Peer assessment - learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning - children, teachers and parents will work together to develop planning for next steps in learning in our Learning Logs
- Profiles - a statement of achievements both within and out with school are completed by P7 Secondary transition

Your child's progress is based on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

## Reporting

Reporting informs parents of progress. This will be through a range of approaches including meetings at Parents' Evenings, in written form, and Learning Jotters.

Key phrases that will be used in reports are:

Developing - where the learner is working to acquire skills or knowledge

Consolidating - where the learner is building competence and confidence in using the skills or knowledge

Secure - where the learner is able to apply the skills or knowledge confidently in more complex or new situations

The end of year written report will describe your child's strengths and areas for development, their progress in achievement across the curriculum areas, their progress in achievement within the curriculum levels (early, first, second, third in terms of developing, consolidating and secure as described above), their achievement in different contexts and settings and their next steps in learning.

## **The Pupils and Parents Voice**

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2, Forces. This will be shared with parents through the homework diary and parents will be invited to support the learning in any way they can, eg, sharing resources from home or through a visit to the school to share a talk. Parents will be invited to share comments regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at anytime through their child's homework diary.

## **Transitions**

Children generally come in to our Nursery or Early Learning and Childcare Centre (ELCC) following a year, or two in some cases, at either the Strynd of Peedie Breeks Nursery. Notification of enrolment dates and procedures for moving on goes in the local newspaper and through posters in the community in January or February prior to the August start date at Nursery. Parents are invited to take their children in to visit our Nursery and register in February.

Our Nursery children generally move on in to our P1 classes. As part of the transition in to P1 near the end of their Nursery year, the children begin to join in more whole school activities such as our weekly Business Meeting. They tour the school and visit the P1 classes. Staff pass on relevant information to the next teacher and include any information from parents. Parents are welcome to contact the school at anytime if they require any information or want the school to be aware of anything which might affect their child.

In P7, the children prepare to move on to Kirkwall Grammar School (KGS). They complete a Profile of themselves and their successes and achievements which parents are involved in and then is passed on to KGS. KGS staff visit our P7 classes in Term 4. In mid-June our P7s go to KGS for 2 days and have an S1 experience, following a KGS day and timetable. Letters and information are sent out through our school to our P7 children/parents. Any children who staff, parents and themselves feel would benefit from extra visits to KGS get the opportunity also in Term 4.

Parents of children who live outside our school catchment area but would like to attend our school must complete a Placing Request Form in the first instance. These are obtained from the school or the Education Department.

# Support for Learning

## Supporting children

With the current continuous assessment programme, teachers are able to identify children who are having problems. Difficulties may arise for a variety of reasons and may be long-term or short-term. Consultation takes place between the Class teacher and the Support for Learning Teacher. Timetabling arrangements are made so that the Support for Learning Teacher works with the nominated children (or group) regularly. Children's progress is carefully monitored and support stops when it is no longer required. We have a Staged Intervention process to help with the assessment of support needs for our children as described below.

In the case of a child who needs to be challenged, a separate programme is set up and the Support for Learning Teacher checks and assesses progress.

The Support for Learning Teachers are not allocated to any particular part of the school. A whole school approach is preferable where all the needs are assessed and a programme most suited to these needs is worked out. Each Support for Learning Teacher could be working with children anywhere from Nursery to P7.

## Support from Other Agencies

When appropriate, it may be necessary to involve other members of staff such as those listed in the separate staff leaflet. You will be consulted in the first instance if this is necessary.

## STAGED INTERVENTION

### Stage 1- All Pupils

Stage 1 describes the everyday business of our school. Pupils and parents are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified needs.

### Stage 2

Assessment and review is still school-based but may involve 'networking' within the universal services of Education and Health. For example Educational Psychology Service within Education or Speech and Language Therapy within Health. An Individualised Education Programme (IEP) may be put in place to manage and review both needs and support provided if felt appropriate.

### 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, and where appropriate, children, are involved in review each term.

### Stage 3

Where a child is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, a meeting is held with parents, staff from the school and our Educational Psychologist to plan how to meet the support needs of the child. The meeting may consider the need for a Co-ordinated Support Plan.

#### Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is established by the education authority in cases where education staff are working together with colleagues from other agencies to provide significant levels of support for a child and co-ordination is required.

### Stage 4

Decision-making and resource allocation by OIC Education Department may lead to significant additional resources or alternative packages of care/education through extended support for children.

### Stage 5

In the case of significant support needs of a child, Senior Education, Social Work and Health Managers take decisions on an individual case basis. Exceptional resources may be necessary, such as education or care provision outwith Orkney.

#### **On-Going Support Arrangements for Pupils**

Providing personal support for learners 3-18 is the responsibility of all staff. In the Nursery and primary setting the Early Years Staff or Class teacher are the key adults who know every child or young person in their care, taking an avid interest in their welfare and progress.

If a parent wishes to contact the key adult who has an overall picture of how a child is progressing please contact the school office in all cases and arrange an appointment.

#### **Child Protection**

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school. The school has good liaison contact with the School Nurse, Social Workers, and the Police, any or all of who may become involved if necessary.

## School Improvement

We have a positive school ethos where our children help each other and support the work of the school. Everyone in our school community is proud to be associated with the school.

There are structured programmes for all curricular areas to ensure consistency of learning throughout the school and these are reviewed and updated regularly to ensure we are providing the best experiences we can for our everyone. Children are aware of their learning targets and through a range of formative assessment strategies, are also aware of their next steps in learning.

We work very hard to develop our partnership with the whole school community and look forward to developing this further.

### **Improving standards**

We improve our standards by:

Ensuring staff are kept up-to-date with the latest initiatives and undertake relevant Continuous Professional Learning (PL) opportunities whenever possible.

Consulting parents, staff and children when identifying whole school priorities to be taken forward in our School Improvement Plan (ScIP).

Involving children in their own learning, identifying contexts they would like to find out more about and also identifying their own learning targets and next steps.

Encouraging staff to have high but realistic and achievable expectations of children including written presentation.

Using assessment data to identify children's individual needs and plan appropriate support.

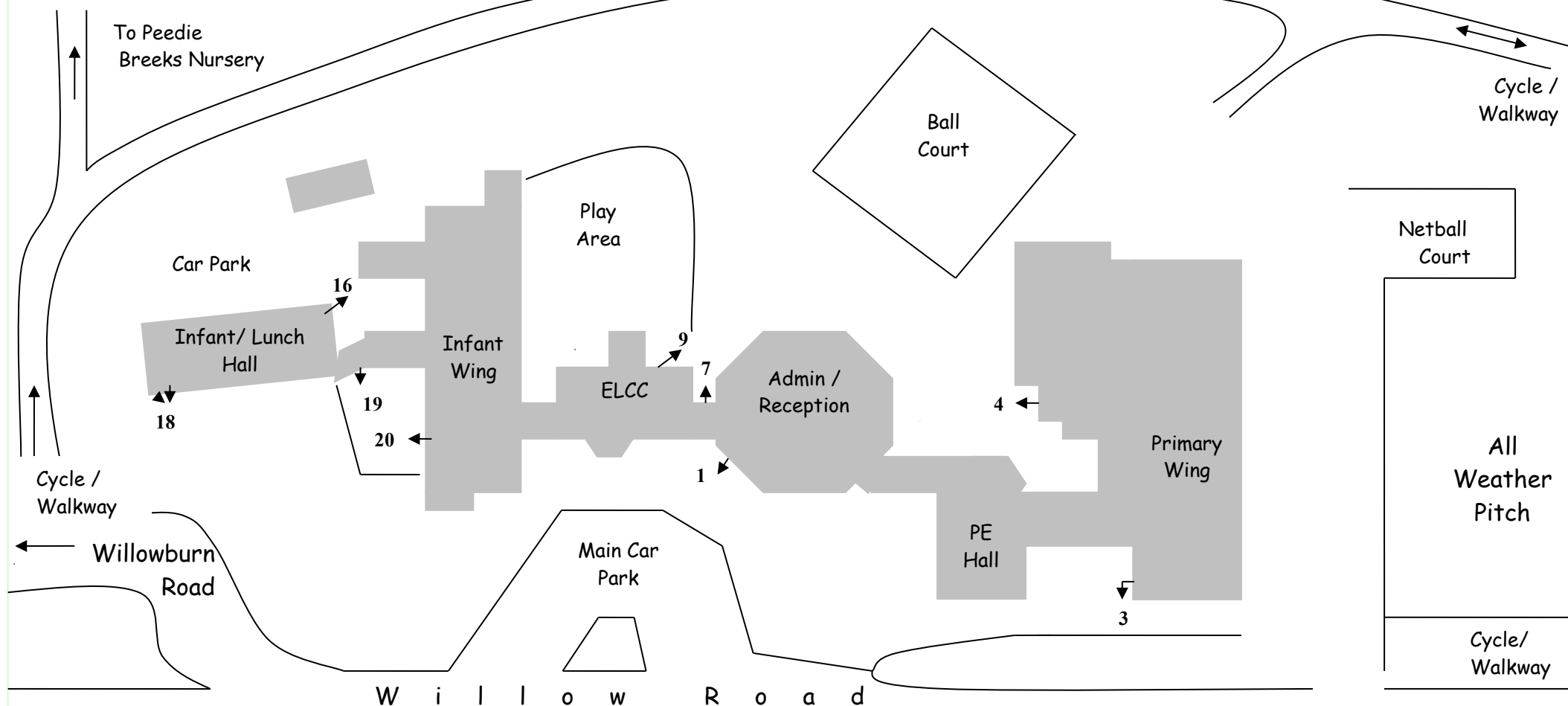
Listening to and addressing potential concerns about individual children to the best of our ability.

**School Improvement Plan and Standards and Quality Report** Both these documents can be found on our website <http://www.orkney.co/papdale/> and provide details of key priorities which we will be developing over the course of the coming school year in the case of the ScIP.

The SQR describes the progress we made with our priorities last session and sets goals and targets for the future.

For more information please see the OIC web site  
[www.orkney.gov.uk](http://www.orkney.gov.uk)

# PAPDALE SCHOOL ENTRY AND EXITS



- 1 - Main Entrance (for all general enquiries and school reception)
- 3 - Primary Wing Front (exit for P3/7 pupils)
- 4 - Primary Wing Rear (exit for P3/7 pupils) + line up
- 7 - P1/2 Morning Line Up
- 9 - Early Learning & Childcare (Parents pick up drop off point)

- 16 - School Meals (For lunch ticket purchase: P4-P7 only)
- 18 - Infant Hall (Restricted access for concerts and other events)
- 19 - Infant Patio (P1 exit at end of the school day)
- 20 - Infant Patio (P2 exit at end of the school day)