

## Welcome to our school

“Learning and working together to be the best we can be”, is our school motto. We extend a warm welcome to you and your child as you join our school family. We value close links with our parents and the community and look forward to working alongside you to ensure that your children can become successful learners, and are confident and responsible. Here at Papdale we value the views of our children and encourage them to develop their own opinions, think for themselves and to take the initiative in their own learning.

You can contact the Head Teacher, Mrs Wendy S Bowen, direct, or arrange a mutually convenient time to speak with any other member of the Senior Leadership Team or your child’s teacher.

The school telephone number is 01856 872 650

The school fax number is 01856 870 392

You can email us at: [admin.papdale@glow.orkneyschools.org.uk](mailto:admin.papdale@glow.orkneyschools.org.uk)

This handbook aims to provide you with a brief outline of life at our school.

You can keep abreast with our current events on Seesaw, at our website:

<http://www.orkney.co/papdale/> and through our Facebook page [www.facebook.com/papdaleschool/](https://www.facebook.com/papdaleschool/)

### INSIDE THIS ISSUE:

|                          |    |
|--------------------------|----|
| Welcome and Introduction | 3  |
| About Papdale School     | 4  |
| General information      | 5  |
| Curriculum information   | 16 |
| How to get involved      | 34 |
| Making a complaint       | 39 |
| How to contact us        | 40 |



# Contents Page

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

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01856 873535 or email

[education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk)

|  | Page Number |
|--|-------------|
| Service Pledge   | 4           |
| Our Vision, Values and Aims                                  | 5           |
| Our School   | 6           |
| Enrolment  | 7           |
| Our Staff Team   | 8           |
| The School Day   | 10          |
| What to Wear to School                                       | 10          |
| School Lunches   | 11          |
| Packed Lunches   | 11          |
| Transport  | 12          |
| Bicycles   | 12          |
| Reflectives  | 12          |
| Walking to School  | 12          |
| Medication   | 13          |
| Dentist  | 13          |
| Attendance   | 14          |
| Absence  | 15          |
| COVID  | 15          |
| Illness  | 15          |
| Emergencies  | 16          |
| Child Protection   | 16          |
| Lost Property and Unauthorised Items                         | 17          |
| School Emergency Closure / Bad Weather                       | 17          |
| Homework   | 18          |
| Bullying   | 19          |
| Positive Relationships                                       | 19          |
| Equal Opportunities  | 20          |
| Inclusion and Excellence                                     | 20          |
| Instrumental Lessons   | 21          |
| Family Gatherings, Reflections Time and Religious Observance | 21          |
| Curriculum for Excellence                                    | 22          |

|                                       | Page Number |
|---------------------------------------|-------------|
| Maths and Numeracy                    | 23          |
| Literacy and Language                 | 24          |
| Sporting Opportunities                | 26          |
| Dyslexia Friendly School              | 26          |
| Health and Wellbeing                  | 27          |
| Sex and Drug Education                | 27          |
| Expressive Arts—Music, Art and Drama  | 28          |
| Modern Languages                      | 28          |
| Religious and Moral Education         | 28          |
| Trips and Outdoor Education           | 30          |
| Extra Curricular Activities           | 31          |
| Assessment                            | 32          |
| Standardised Testing                  | 33          |
| Reporting to Parents                  | 34          |
| Parents Evening                       | 34          |
| Seesaw                                | 34          |
| End of Year Report                    | 34          |
| Transitions                           | 35          |
| Support for Pupils                    | 36          |
| Staged Intervention                   | 38          |
| The National Improvement Framework    | 39          |
| Education (Scotland) Act 2016         | 40          |
| How can you get involved as a parent? | 42          |
| The Parent Council                    | 43          |
| School Improvement                    | 44          |
| How to Make a Complaint               | 46          |
| Papdale School Map Entry and Exits    | 47          |
| Contact Details                       | 48          |
| Communication                         | 48          |

# Service Pledges

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 Education, Leisure and Housing Service is to improve achievement and attainment, health and well being 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

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[education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk)



# Our Vision, Values and Aims

Vision: Working together to be the best we can be.

Values: We aspire to be a school where everyone has the right to be -

|  |  |   |
|--|--|---|
| <p><b><u>Safe</u></b></p> <p>We feel happy and safe.</p>    | <p><b><u>Healthy</u></b></p> <p>We are encouraged to eat well and exercise.</p> <p>We understand different emotions.</p>  | <p><b><u>Achieving</u></b></p> <p>We are encouraged to, "be the best we can be".</p>       |
| <p><b><u>Nurtured</u></b></p> <p>We feel people know us and care for us.</p>                           |    | <p><b><u>Active</u></b></p> <p>We are actively engaged in learning, sports and play.</p>  |
| <p><b><u>Responsible</u></b></p> <p>We care about our local and wider community and environment.</p>  | <p><b><u>Respected</u></b></p> <p>We are able to speak and feel listened to.</p>                                        | <p><b><u>Included</u></b></p> <p>We are involved in school life and feel we belong.</p>  |

Aims: We aim to enable our children to become

- Confident Individuals—We matter
- Successful Learners—We can do our best
- Responsible Citizens—We care.
- Effective Contributors—We play our part.

# Our School

Papdale Primary School is the oldest primary school in Kirkwall and has a special place in many Kirkwallian hearts.

We've undergone some changes to the layout of the school in recent years, the Nursery has a new purpose-built space, and P1 are now located in the old nursery area.

We have bright well equipped classrooms, and our staff are committed to supporting all of the children in our care.

We are a non denominational school, our catchment area serves homes to the east side of Junction Road and stretches into parts of St Ola.

Currently we have 17 classes and almost 450 pupils in the school, with a further 100 individual bairns attending the nursery throughout the course of a week.

Our school has a strong sense of pupil voice and representatives from P4-7 participate in Papdale Voices. Through this group pupils have a say on a wide range of school topics, from general school life, playground games and discussing issues which relate to the environment.

At Papdale we have extensive grounds and a very well equipped playground with a Scrapstore Playpod, (closed at present due to COVID restrictions) adventure playground with slides and climbing frames, climbing stones/wall, free-running course, ball court and all-weather pitch.

# Enrolment

We are delighted that you are enrolling your child in our school. You should receive an enrolment pack which will contain a transport application form and a free school meal and clothing grant form. If you wish to arrange a visit please contact the school and we will be delighted to show you around, in line with current COVID restrictions and guidance. P1 parents will have a parents information session prior to the summer holidays, this may be in person and/ or online.

Parent Zone is a useful website to help parents with any questions related to starting school.

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

**Placing Requests**—should you live outside our catchment area you will need to complete a Placing Request form. You can find more information at the following site. <https://www.orkney.gov.uk/Service-Directory/S/school-placing-requests.htm>

Parent Zone also has further information <https://education.gov.scot/parentzone/my-school/choosing-a-school/local-state-school/>

A new school is an exciting but also challenging step in any child's life and we would like to make this step as easy and relaxed as possible for both, you and your child.

LEARNING  
AND WORKING  
TOGETHER TO  
BE THE BEST  
WE CAN BE.

## Starting P1

Children are admitted to Primary 1 in August providing they reach the age of 5 by the end of February of the next year. Alternatively parents may wait until the first entry date (August) after their child's fifth birthday. If you have any doubts as to your child's readiness for school or the benefits of deferral, please discuss your concerns with the nursery staff in the first instance.

P1 class teachers will make sure that they make visits to all the local feeder nurseries and begin to get to know the children before they come to school in August.

The ability to do the following things will increase a child's confidence before starting school:

- Show confidence when separated from parent
- Go to the toilet unaided and wash hands
- Dress and undress independently and deal with buttons and zips
- Use a knife, fork and spoon
- Use scissors and a pencil
- Be able to play and socialise with other children
- Listen to stories and instructions
- Accept appropriate discipline



# Our Staff Team

Our experienced team are here for you and your child. Please make an appointment to talk with us if you need our help.

## Meet our Senior Leadership Team



Mrs W S Bowen



Mrs M Eunson



Mrs M Dufort

### Head Teacher

Mrs Wendy Bowen

### Business Manager

Mr Steven Burnett

### Class Teachers

1/2 C—Mr Darren Peace

1B—Mrs Astrid Heaton

1L—Mrs Karen Clark / Mrs Helga Flett

2M—Mrs Vicki Learmonth / Mrs Gemma Morris

2E—Miss Lauren Copland

3M—Mrs Julie Muir

3E—Miss Hazel Pinner

3/4S—Mrs Marie Pinkerton / Mrs Jenna Johnston

4E—Miss Nina Linklater

4M—Mrs Neil McIntosh/Mrs Becky Ewing

5E- Mrs Anna Learmonth / Mrs Hannah Cromarty

5M—Miss Watney / Mrs Lesley Gordon

6E—Mr Jo Hill / Mrs Rosie

### Depute Head Teachers

Mrs Mhari Eunson (Acting) P1-3

Mrs Michele Dufort P4-7

### Principal Teacher

Mr Darren Peace (Early Years)

### Class Teachers

6M—Mr Andy Brown

6/7S—Mrs Michelle Kennedy / Mrs Sally McNeish

7E—Mrs Heather Coltherd

7M—Miss Prystupa / Mrs Rosie

### Support for Learning Teachers

Mrs Miranda Johnston (PT)

Vacancy

### Expressive Arts Teachers

PE—Mrs Amy Smith

Art—Mrs Jennifer Scott/Mrs Kirsteen Murray

### Music

Mrs Jenny Keldie

Mrs Kirsty Macleod



**Early Years Workers Early Intervention**

Mrs Debbie Delday

Mrs Lesley Spence

**Support for Learning Assistants (SfLAs)**

Miss Lorna Hymers

Mrs Nora Rendall

Miss Kim Dearness

Mrs Fiona Robertson

Mrs Alice Peace

Mrs Yvonne Hayne

Mrs Gemma Logie

Mrs Julie Hopkins

Mrs Lorna Brown

Mrs Rowena Baker

Mr Ciaran Delaney

Miss Carrie Brown

**Office**

Mrs Leanne Tait/Mrs Gillian Mackay

Miss Claire Miller

Mrs Donna Harcus

**Auxiliaries**

Mrs Fiona Kennedy

Mrs Karla Campbell

Mrs Doreen Norris

Mrs Sarah Harris

Mrs Donna Harcus

Mrs Fiona Robertson

**Janitors**

Mr Neil Mackinnon (Head Janitor)

Mr Jim Fraser

**Speech and Language Therapist (SALT)**

Elizabeth Morris

**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

Miss Eilidh Wilkinson

Strings

Mrs Karen Griffith (violin)

Mrs Lillian Kelly (Cello)

**School Cook**

Mrs Ellie Newlands

# The School Day

School day begins at 9.00am and closes at 3.00pm

In order to avoid congestion pupils can begin to arrive at school at 8.45. Pupils will make their own way to their classrooms through their designated entrance at 8.55.

Break time: We have one break time but the playground is split into 2 zones.

Lunch time: Due to size of school our lunch times are staggered. Each class gets 45 mins in total. Older pupils are scheduled to go to lunch with younger pupils so that they can help each other. This also helps the flow of pupils through the lunch hall.

Home time: Pupils will exit through their designated doorway at 3.00 younger P1-2 classes will be accompanied by their class teacher and ensure that someone is there to meet the children.

The staff cannot take responsibility for pupils left to play on the premises before or after school hours.

PARENTS SAY,  
"EVEN THOUGH  
WE ARE A BIG  
SCHOOL WE  
STILL MANAGE  
TO RETAIN A  
LOVELY FAMILY  
ATMOSPHERE. "

## What to wear to school

We are keen to encourage all our pupils to wear school tops. We have a big selection of tops which pupils can wear. Trek and Travel and Logo Orkney keep a stock of our school uniform.

We also have a school uniform Topshop where you can obtain second hand tops. Pop into the office and you can browse the stands. You can leave a donation if you wish.

The classes can be quite cold, particularly with additional COVID ventilation, so it is strongly advised that pupils bring two cosy tops to wear during the winter time.

Children are expected to change for PE lessons and should wear gym shoes / trainers, shorts and a T- shirt. Jeans should not be worn.

Pupils should not wear dangling earrings or jewellery during PE.

Pupils should bring in an old shirt to cover their clothes for use during art lessons.

Shoes worn to school should cover the feet.

All children will be encouraged to take part in daily outdoor play at break and lunchtime and should have a suitable coat and shoes to wear as it can be quite chilly.

Only during heavy rain or strong wind will children remain indoors at break times.

# School Lunches

The kitchen staff are a marvel and the children enjoy healthy school meals in line with Orkney Islands Council's Healthy Eating Policy. There is a selection of menus which the staff will use throughout the year. **Pupils will receive copies of these so that you can discuss them with your child.**

All P1-5 pupils receive free school meals. After that Primary pupils pay £2.70 per day. Please pay for lunches in advance weekly or termly if possible.

Lunch money is paid directly to the school canteen and cheques should be made payable to "OIC".

You may be entitled to free school meals if you are in receipt of benefits. You can get a free school meal form from the school office. Applications for Free School Meals and Clothing Allowance are made on one form, and should be submitted to Orkney Islands Council for each school year.

The eligibility criteria are outlined on the following

webpage, where application forms are also available:

<http://www.orkney.gov.uk/Service-Directory/S/School-Meals-and-Clothing-allowances.htm>

Application forms can also be obtained from the school and Orkney Islands Council (OIC) Customer Services. Applications must be submitted along with supporting documentation as detailed on the form.

A new application is required for each school session. For help with filling out the form and more information on school meals and clothing grants please telephone Education, Housing & Leisure on (01856) 873535, or email: [education.grants@orkney.gov.uk](mailto:education.grants@orkney.gov.uk) Alternatively you can visit in person at OIC Customer Services.

## Packed Lunches

Children who wish to have a packed lunch will eat their lunch with the other pupils in the school dining room. We try to encourage the children to have healthy choices in their packed lunch.

Please do not give children glass bottles or fizzy drinks in their lunchboxes.

Please note: Children should not bring snacks which contain peanuts or tree nuts. Sadly this also includes Nutella.

# Transport



All aspects of the school transport system, including entitlement to transport, are the direct responsibility of the local authority. Any queries or special requests should be directed to:

Education Department  
Orkney Islands Council  
Kirkwall

Tel: 01856 873 535

Full details of the authority's School Transport including entitlement, catchment

areas, collection/drop off points, code of conduct and provision for pupils with additional support needs is available on the following webpage:

[http://  
www.orkney.gov.uk/  
Service-Directory/S/  
School-Transport.htm](http://www.orkney.gov.uk/Service-Directory/S/School-Transport.htm).

**Summer:** All pupils under the age of eight who live more than two miles from the school or the nearest pick up point for transport are eligible for school transport. Pupils aged eight and over

who live more than three miles from the school or nearest pick up point also qualify for school transport.

**Winter:** Between October and Easter all children who live more than one and a half miles from the school or the nearest pick up point or more than half a mile up a side road from the pick-up point are transported to school.

## Bicycles

Bicycles must be road worthy and have working brakes. There are racks and a shelter for bikes. Children who cycle to school must wear a helmet and a reflective jacket.

Children in P6 will be offered Bikeability Level 2 training each year.



## Reflectives

## Walking to School

We encourage the pupils to walk to school. If you live too far away we encourage you to park your car at KGS Car park and walk and stride.

Each day the children complete a Walk to school travel tracker. If pupils walk or cycle to school they will earn a badge at the end of the month.

Please also encourage and cross with your child at the school road crossing patrol officers.

Child of P2 age and below should be accompanied by an adult when walking to school.

Each year the P1 classes are given a reflective jacket. We recommend that you encourage your child to keep safe in the dark and to wear this jacket as they walk to school.

# Medication

The school nursing team, with consent from parents, will do a PI Child Health Assessment in schools. They will also carry out a PI height and weight assessment. The nursing team can be contacted at:

**Orkney Health and Care  
The Balfour, Foreland Road,  
Kirkwall, KW15 1NX**

**Tel: 01856 888262**

**[Ork-hb.schoolnurses@nhs.net](mailto:Ork-hb.schoolnurses@nhs.net)**

Please inform us if your child has a medical condition, or if there are any significant health changes to your child which might put them at risk or affect their educational progress. The confidential nature of this information will be respected.

Papdale Primary School has a

medical protocol in place for the handling of drugs and medicines. Should your child require any medication at school a form is required to be completed at the school office. This clearly details the name of the medication, what the medication is for, dosage, times to be administered and the length of time the medication will be needed. All medication must be clearly marked with the child's name. Children are not permitted to carry or administer any form of medication.

The auxiliary team is responsible for all medication and administration of medication. All medication is stored in a locked cupboard

and a record of medicine administration is kept for each child.

Staff are given regular updates on asthma and epipen training.

Our auxiliary staff are all first aid trained and accompany classes on school trips.

Our medical room is manned at break and lunch times.

If your child develops an illness or condition which necessitates significant absence please do advise us so we can organise schoolwork at home in order to reduce difficulties in catching up on return.

## Dentist



The school dental service visit from time to time. They operate a policy of “negative consent” so if you DO NOT want your child to be seen by this dentist it is very important that you inform us in writing. Parents are not routinely informed of inspections (check-ups) by the dental service but we try to let you know when we know the dentist is coming.

# Attendance

## What does the law say?

All children and young people enrolled at local authority schools should attend regularly and should not be absent without a reasonable reason. Schools are expected to monitor attendance and take action which should include contacting the family of any child or young person not attending regularly, to help resolve any problems. If your child continues to be regularly absent from school, the law says that you may be guilty of an offence. (Under section 35 of the Education (Scotland) Act 1980)

Therefore 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. Excellent attendance allows children to make friends, helps them to understand responsibility, learn about the world they live in, build confidence and gain qualifications.

## What should I do if my child is anxious or worried about going to school?

Your child has a right to an education and to feel safe and happy at school.

Unfortunately, some young people can be anxious or worried about going to school for a range of reasons. It is really important that you speak to school if this kind of problem arises so that a solution can be worked out which ensures the best outcome for your child.

90% attendance..

That's good isn't it?

But... that is the equivalent to:

1/2 day off per week

19 days off per year

247 days off over their school career = to over 1 year of lost education

### For more information

Included, Engaged and Involved – Part 1; a guide to school attendance, Scottish Government, 2007 <https://www2.gov.scot/Resource/Doc/205963/0054747.pdf>

Parentzone Scotland <https://education.gov.scot/parentzone/my-school/general-school-information/attending-school/>

Factsheet 9 'School attendance'; Enquire, <https://enquire.org.uk/3175/wp-content/uploads/2017/11/school-attendance-1.pdf>

# Absence

Your child can be absent for various reasons:

- Illness,
- Medical/dental appointments, Children’s Hearing, or court or care review. Family circumstance such as a crisis, or severe difficulty at home.
- Someone close to the child may have died. They may be going to a religious ceremony or a wedding of someone very close to them.
- If you are a Gypsy/ Traveller family and you keep in touch with your child’s teacher when you go travelling.
- If the child is involved in an activity and the school agreed in advance.

As long as you have informed the school and the school is satisfied that this is a valid reason these would be called **authorised absences.**

We cannot normally give a family permission to take pupils out of school on holiday during term time and we will record this as an **unauthorised absence.** However, there are some circumstances where this would be allowed, for example, if a family needs time together to recover from distress or if a family holiday is restricted to term time because of a parent’s job.

Remember, holidays taken during term results in a loss in pupil learning time.

If you intend to take your child away on holiday during term time please notify the school in writing.

A guide for parents about school attendance explains parental responsibilities with regard to children’s attendance at school:

<https://www.gov.scot/publications/guide-parents-school-attendance/>

# Covid

Children and young people aged 18 and under with mild symptoms such as a runny nose, sore throat or a slight cough, who are otherwise well, do not need to stay at home and can continue to attend education settings.

**Children and young people should only stay at home if they are unwell and have a high temperature.** They can go back to school

## My child is going to be absent... what do I do?

Please phone the school before 9:30am on the first day of their absence, or send a note via your child’s brother or sister.



Please indicate the expected length of absence from school.

and resume normal activities when they no longer have a fever and they feel well enough to attend.

# Illness

If your child has sickness and/or diarrhoea, they should not return to school until **48 hours (2 days)** after the last episode.



Please keep the school informed if your child contracts an infectious

illness, as some common childhood illnesses such as chickenpox, measles, slap cheek (parvovirus) or German measles can be very contagious and dangerous to members of staff and parents who may be pregnant.

Children who become ill during class should speak to a member of staff and, if necessary, parents will be contacted.

These links will provide more detail about COVID

<https://www.ohb.scot.nhs.uk/news/community-testing-service-update-procedure-15-november-2021>

<https://www.gov.scot/publications/coronavirus-covid-19-test-and-protect/pages/who-needs-to-self-isolate/#Who%20needs%20to%20self-isolate>

Please make sure that your own details and your emergency contact details held with the school are up to date.



*Make sure that you always have your contact details and the emergency contact details up to date.*

## Emergencies

### Fire Drills

We have a series of fire drills throughout the session. These are very serious exercises and are practiced until the head teacher has confidence that safe evacuation procedures are being followed.

### Emergency Plan

In the case of a major emergency this would be coordinated by Orkney Islands Council.

### Accidents

Our first aiders in school will assess the injury. For minor cuts and bruises First Aid treatment will be administered. The child's parents or the child's emergency contact will be informed in the event of accidents. If your child has bump on the head you should receive a phone call from one of the auxiliary staff.

In serious cases we may take the injured child directly to the hospital and meet parents there. We follow Orkney Islands accident reporting procedures and we ensure that all necessary risk assessments have been carried out.



## Child Protection

It is everyone's business to protect our children staff, parents and the wider community.

From time to time incidents can occur in the school setting which cause concern and could indicate that a pupil is suffering from some form of neglect or abuse.

In terms of Orkney Islands Council child protection policy, education staff have a duty to report such

incidents to Social Work Services. This may result in a joint investigation taking place which will involve Social Work and Police.

The school's protection officer is Wendy S Bowen—Head Teacher.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration

and this will be the priority for Education Service Staff. More information about Child Protection Procedures with Orkney Islands can be obtained from:

<http://www.orkney.gov.uk/Service-Directory/S/child-protection.htm>

# Lost Property/Unauthorised Items

All items of clothing or belongings brought into school should be **labelled**. Any losses should be reported immediately to a member of staff.

Pupils should not bring large sums of money or valuable items to school. The school cannot accept responsibility for money or valuable items lost by pupils unless they have

been given to a member of staff for safe keeping.

We have a lost property table in reception which you will find many treasures in. We also take a clothes rack of jackets out after school for parents to have a look at. We will keep garments for one term unclaimed property may be put to the local charity shop or put into our school swap shop.

Certain items are not normally allowed in school: these include animals, mobile phones, computer games, chewing gum and aerosol sprays.

If your child needs their mobile for end of day arrangements they must hand it into the office first thing in the morning, and they can collect it at the end of the day.



We rarely close due to bad weather but its good to know what to do!

## School Emergency Closure, Loss of Heating, Bad Weather

### Morning School Closures

For information of morning school closures you need to tune in to Radio Orkney at 7.30am on FM93.5. You should consider having a battery operated radio and a phone that can plug directly into the phone socket requiring no electric connections.

(Dependent on power) you can also check the OIC School Transport Facebook page or the OIC Updates Facebook page. Please note, Facebook is an independent website and the Council cannot

guarantee against alerts being delayed. You don't need to join Facebook to view alerts.

This information is also provided on the OIC answer phone from 07:30 which is reached by calling the Council's main switchboard number **01856 873535**.

Remember you are responsible for your children until they have boarded school transport each morning and from the moment they alight from the afternoon journey.

You are responsible for the afternoon journey

home if you decide to put your child to school when the morning bus journey is cancelled.

### Closures during the school day

Make sure that your child's emergency contact details are up to date and that you are contactable, that mobile phones are switched on, or that you have a mains plug in phone which does not rely on electricity.

Please educate your child on the importance of crossing the road safely and being seen in the dark. Make sure they are dressed in adequate clothing. **Remember, be safe, be seen, be warm.**



# Homework

Homework is an important part of the learning process. Whilst we recognize that homework should not prevent a pupil learning about appropriate use of leisure time including extra-curricular activities, hobbies, youth organisations, reading, home life and chores, all pupils will nevertheless be expected to complete an appropriate amount of homework.

Homework should link with topics and activities which are ongoing in your child's classes. These activities are an opportunity for you to work alongside your child, and for your child to reinforce and extend their own learning.

The type, quantity and regularity of homework is given at the discretion of the class teacher, dependent on age, stage and the differentiated needs of

the pupils in the class and the course being followed.

The purpose of homework is to:

- consolidate learning
- provide practice in skills
- acquire essential knowledge
- research material for school
- catch up on work missed through absence
- develop independent study skills
- promote self-discipline, individual responsibility and a work ethic
- prepare for the demands of further education.

We ask you, however, to take time to talk with your child about what they are reading, whatever their age.

If you can help your child with their homework it will help their confidence and should become a rewarding experience.

Many homework tasks will be set on the class TEAM page, make sure you and your child can access this. We also use Seesaw

with the younger pupils. You can also help by checking the schoolbag or diary. You can help by ensuring that the homework tasks are completed.

Children also benefit from the provision of suitable conditions for homework - a table top in an area free from distractions.

Homework should not be onerous. If you are finding that your child is struggling with the work please contact the class teacher.

As a rule of thumb, homework should not exceed ten to fifteen minutes for P1-3, and thirty minutes per night for children in P4-7.

If you have any concerns about the quantity, regularity or type of homework given please contact the school.

If children are not doing homework we will contact you to discuss the matter.

*As a guiding principle - whatever age your child is, if there has been no homework for a week it's time to ask questions.*

# Bullying

## What is bullying?

Bullying is when someone deliberately and intentionally hurts, upsets, or has negative power over another person or people.

## Bullying can be:

Verbal—name calling

Social—being left out

Mental—threats, pressure to conform

Physical—assault

Material—stolen possessions/damage

Cyber—text, email, social media

Our aim is to make sure that all children are aware that bullying is wrong and we will not stand for bullying. This awareness is a key factor to ensuring that bullying does not take place.

Anyone can be bullied.

A person who is bullied will feel a variety of emotions.

We encourage children to TELL SOMEONE and not to keep their emotions bottled up.

## Reporting a bullying incident

Listen patiently to the child and take it seriously. Give reassurance that the problem will be solved. Investigate sensitively and patiently. Remember both the victim and those displaying bullying behaviour need support.

Try to find out facts.

Do something to stop the bullying.

We take bullying seriously and will always take steps for the situation to stop once we know that it is happening.

Check our Anti Bullying Policy.

# Positive Relationships

We have a positive relationships policy in operation in the school. We have 3 rules which are

- Respectful
- Safe
- Ready

We can apply these three words to most contexts and be clear on our behaviour. You can ask for a copy of our Relationships Policy. Or check our website.

In order to promote good behaviour in class, teachers will employ a variety of techniques and

strategies to engage pupils. Better learning, engaging and stimulating experiences and lessons are proven to lead to better behaviour.

Teachers may use verbal praise, stickers, pupils will work to having their names put up on a recognition board. If the pupils are consistently behaving over and above what we would expect you may get a post card, or even a phone call home.

Teachers will establish class rules and boundaries within their classrooms.

Daily emotional check ins helps staff to gauge pupils' feelings. Knowing what is likely to upset a child can de-escalate problems before they arise.

Should problems arise all staff have been trained in restorative practices which ensure that pupils are encouraged to consider their actions towards one another both emotionally or physically. Staff will support children to resolve problems and children will often work with each other to solve the dispute.

Every child is encouraged to talk to any member of the school team if they have worries. The school team will help the child with their worries.

*You can't expect to like everyone you meet, and that's okay, but turning that into actions, threats, shouting abuse or posting nasty comments is not okay.*

**Respect Me**

## Equal Opportunities

Orkney Islands Council is committed to promoting equal opportunities, challenging discrimination and fostering good relations, both in employment and in carrying out its work and delivering services, and we at Papdale Primary School are part of that commitment.

The Council is a member of Orkney Community Planning Partnership. The Partnership has developed an Equality and Diversity Strategy which determines how the community planning partners promote equality and diversity in the work they do. It also sets out how the public agencies and organisations within the Partnership are meeting their duties in terms of equality and diversity legislation, the needs of the local community and the aspirations contained in the Orkney Community Plan.

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The equality duty requires the Council to have due regard to the need to eliminate unlawful discrimination, victimisation and harassment, advance equality of opportunity and foster good relations across the protected characteristics. The message of the Act is that everyone has the right to be treated fairly, whether at work or when using services.

Education, Leisure & Housing has policies and statements to address equalities issues specific to education to enable us to fulfil these legal duties. All schools have copies of these policies.

Please see:

<http://www.orkney.gov.uk/Service-Directory/S/equal-opportunities.htm>

## Inclusion and Excellence

Inclusion is at the heart of Scottish education and we will work with you and your child to ensure that they are part of our school community.

No child will be excluded from participating in any experience due to grounds of financial difficulty. Please come and speak to the school in confidence.

# Instrumental Lessons

Violin, cello, brass and woodwind instruction is available and may be provided individually or in small groups at the discretion of the instructor. There is no charge for this service.

However due to the demand for these lessons pupils will be selected by the instrumental staff.

Your child might end up on a waiting list .

Children who clearly do not



enjoy or make sufficient effort on their instrument may not be allowed to continue.

## Family Gatherings, Reflection time and Religious

### Observance

The Scottish Government advised that there should be at least six occasions during the school year when we take time for Reflection. Time for reflection is an important part of helping us grow as individuals as we recognise there is a spiritual element to being a human being. This does not however, mean that we are endorsing any one Faith group. For more information please see:

<https://education.gov.scot/nih/Documents/rme26-cfe-briefing-religious-observance.pdf>

Circular 1/2005 of Provision of Religious Observance for Parents states that parents have

the right to withdraw their children from any such religious activity.

Our weekly family gatherings are an opportunity for use to meet as a school .We cover a range of topics related to every day life, and to promote moral values. At present these gathering are all held within Teams.

During these gatherings we hear about the super things the children have achieved.

From time to time we have reflection time this allows pupils at chance to think about wider issues. These events do not have a religious theme to them.

When COVID

restrictions allow we attend the Cathedral as part of our Christmas Celebrations and may visit the Cathedral at Harvest time and Easter.

If you wish to remove your child from these occasions please contact the school and alternative arrangements will be made for your child.

See our Reflection Time leaflet for more details.

## Curriculum for Excellence

At Papdale Primary all pupils should experience learning which is challenging but also FUN! We want all pupils to reach their full potential.

### Personal Support

To achieve this, pupils are entitled to personal support; this takes the form of having opportunities to talk with an adult about their learning and, together, helping pupils to plan their next learning steps. Pupils are treated as individuals with their own unique needs.

### Can Do Attitude

We also work hard to instill in pupils a “can do” attitude and pupils learn about the importance of a “growth” rather than a “fixed” mindset.

The aim of the curriculum is to ensure that pupils achieve the four capacities which are:

- **Responsible Citizen**
- **Successful Learners**
- **Effective Contributors**
- **Confident Individuals**

These four capacities ensure that our children, the adults of the future, are equipped for an ever-evolving world. Look how far we have come in our own lifetime, for instance who would have believed a few years ago that we would be able see the person on the other end of the phone!

### Active Learning

We ensure that our pupils are active in their learning. This does not always mean getting out of your chair, rather, this is about being active thinkers, being encouraged to question facts and to enquire. Children need to understand WHY they are learning!

### Working Together

Children need to learn to become skilled team players, to negotiate, to reason and problem solve, as well as work effectively on their own. We make use of the outdoor environment where possible and create links with the wider community. This makes learning memorable and relevant for the pupils.

### The Curriculum Levels

The curriculum encompasses nursery to 18. There are six levels through which your child will progress. Some pupils may complete these levels sooner or later than others.

- Early—The pre-school years and P1
- First -P2 to the end of P4
- Second-P5 to the end of P7
- Third and Fourth-S1 to S3
- Senior Phase -S4 to S6

*We are preparing children to be able to do jobs that have not yet been invented!*



### Curriculum Organisation

The curriculum is organised into eight curriculum areas: *Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies, Technologies.*

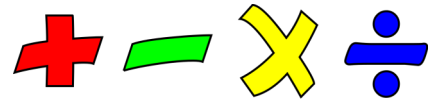
### More information

You can find out more information on the Parent Zone website

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas/>

We are keen to ensure that pupils experience progression within their learning so that they can build on their learning and to apply this to a variety of situations.

## Maths and Numeracy



Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

### *Building the Curriculum 1*

Maths equips us with many skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

### *Curriculum for Excellence*

Maths and Numeracy, are the responsibility of all teachers, regardless of subject, and staff need to consider pupils mathematical ability across the breadth of subject. This ensures that maths activities are contextualized and have real applications. Maths and Numeracy is also taught as a subject on its own in order to grow and develop basic skills.

Pupils will be introduced to maths games and stories while in the nursery, making maths a familiar everyday experience, and pupils will continue to build upon their early maths experiences as they move through the school. Our maths lessons are engaging and link maths with everyday experiences. Pupils may explore maths through their class topics or within short standalone projects. As the Curriculum for Excellence highlights, —Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems. Pupils will develop mental agility, problem solving capacities and critical thinking skills.

For more information and how to help at home: <https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/Introduction%20to%20supporting%20numeracy>

## Literacy and Language.

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being able to read and write increases opportunities for the individual in all aspects of life. *Curriculum for Excellence*

The 3 organisers of literacy are: **Listening and talking / Reading / Writing**

### Reading

At the early stages of reading children are taught how to crack the written code through the Sounds Write approach. We think about the sounds we can hear and introduce the symbols. The children do not learn the sounds in alphabetical order. Children very quickly are able to read and write 3-letter or CVC (consonant, vowel, consonant) words such as sat tin pin etc. This skill is built on all through the school.

In the beginning pupils will use reading books where they can sound out all the words, these are Phonics books. We also use Oxford reading tree and Project X code schemes. You can help your child by reading with them, talking about the characters and story, you can encourage the children to search for words in the story. In the later stages you can hear your child read and encourage fluent reading skills which demonstrates expression. Talking about the books with your child is also important. Furthermore you can encourage your child to read at home through introducing them to comics, magazines, electronic books, audio books and books.

Pupils will move on to using more challenging books with longer stories and chapters. Pupils will read texts as a class and spend time considering the literary conventions, talk about the books and be encouraged to develop opinions based on their knowledge of text.

When pupils are proficient readers and at all stages in school we will expose them to a variety of different styles of books or genres, such as non-fiction or factual books, plays, poems and different kinds of fiction novel, such as humorous, mystery, crime and classical stories.



All pupils are encouraged to take reading books home as a homework task. You can help by reading these with your child. You can support your child by using the library or giving books as gifts. You can also be a good reading role model for your child by reading yourself and talking about the books you are reading.

The following website give good ideas how to help your child at home.

<https://education.gov.scot/parentzone/learning-at-home/supporting-literacy-at-home>

[https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/47-sounds\\_write\\_leaflet\\_for\\_yr\\_parents.pdf](https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/47-sounds_write_leaflet_for_yr_parents.pdf)

## Writing

Pupils will write within a variety of contexts often linked to topic work. Children will learn how to write stories, reports, posters, invitations, letters, poems and plays, this list is not exhaustive. We use elements of the Big Writing programme and pupils will become familiar with the terms VCOP, (Vocabulary, Connectives, Openers and Punctuation) which all help to improve and develop writing.



## Spelling and Phonics

The first thing we will learn is that all sounds are represented (encoded) by symbols we call letters. Some are represented by one letter as <j> <n> <w> some by two letter spellings such as <ch> <ck> <ay> and some by three letters <ere>. We learn that sounds are represented (spelled) in more than one way “Rachel”, “playing” and “they”. Some spellings or symbols may represent more than one sounds. We teach this systematically to the children. Alongside this we teach blending to make the words meaningful, c...a...t.. Cat.

And segmenting, breaking up the words into their constituent sounds. We also teach manipulating the sounds, being able to change one sound with another.

## Handwriting

We teach pupils how to form their letters correctly but from day one children are encouraged to have a go at copying and writing especially during our Sounds Write and writing lessons. From P3 upwards, we teach the pupils how to join their writing in cursive script. We are keen to instill in the children pride in their secretarial skills.

## Listening and talking

This is taught throughout the curriculum and pupils are encouraged to participate in a wide range of contexts. Pupils will work in small group situations, take part with the whole class, or listen to find specific information. Pupils will learn the skills of listening and talking through this medium. Links will be made with the rest of the curriculum. From time to time pupils will learn the skill of public speaking and will be expected to speak in front of the whole class to present their ideas.

## Sporting Opportunities

The government is committed to schools delivering at least two hours of PE for all Primary pupils. To this end, all pupils have weekly PE lessons with our specialist teacher of 50 minutes. Class teachers should make up rest of the PE.

We have a well equipped Gym hall, and out door astro turf pitches.

The PE programme typically involves gymnastics, racket sports, team sports, athletics and dance. We also take part in inter-school competitions .

Children in P4– P6 take part in blocks of swimming lessons at the Pickaquoy Centre.

We have netball and football teams which meet after school.

Each day most classes will take part in the daily mile. This does not form part of the entitlement to PE.

In June we run a whole school sports day and encourage everyone to participate.



## Dyslexia Friendly School

A key attribute of a Dyslexia Friendly School is the willingness to respond quickly to perceived needs without waiting for a formal assessment. This inclusive, dyslexia friendly response comes from class teachers and support for learning teacher who are empowered to identify learning issues and respond appropriately as part of their day to day teaching.

We have recently updated our Dyslexia Assessment policy and approaches to link with the Scottish Dyslexia Toolkit.

In our dyslexia friendly classrooms, learners are supported to be the best that they can be. The Sounds Write Programme and Reading eggs provide addition support alongside a range of teacher strategies which promote effective teaching and learning for all pupils throughout the school.

## Health and Wellbeing.

*Learning about health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Building the Curriculum 1*

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes when they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help to promote the health and wellbeing of the next generation of Scottish children.

### *Curriculum for Excellence*

Health and Wellbeing covers a range of activities in the school, and is also promoted through our school ethos. Pupils can develop healthy mental attitudes, learn about body changes, strategies to cope with the wider world through Personal and Social Education. We use the Jigsaw programme of study throughout the school. Staff continually encourage pupils to have a healthy mental attitude to dealing with challenge, success and failure. The Expressive Arts allow opportunities for creativity and expression of feelings and emotions. These subjects therefore help to promote health and wellbeing.

We are also a very sporting and active school.

## Sex and Drugs Education

Sex and Relationships and Drugs Education is part of Health and Wellbeing and is part of the Jigsaw programme which progresses throughout the school in line with the children's development. 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.

We aim to keep parents informed about the nature and purpose of the learning 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.

## Expressive Arts—Music, Art and Drama

*The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.*

*By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.*

*One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities.*

### *Curriculum for Excellence*

Expressive Arts is the area of the curriculum which covers Art, Music, Drama and aspects of PE. These areas allow pupils to express themselves creatively. Aspects of these areas may become lifelong interests and are important to nurture. Therefore Expressive Arts and Mental Wellbeing have close links.

Pupils have weekly art and music lessons with our itinerant Expressive art staff.

Pupils will experience drama lessons with their class teacher and have some blocks of time with the itinerant drama teacher.

Pupils have the opportunity to showcase their work through art exhibitions, musical performances, concerts or drama performances.

More information can be found on the Parent Zone website:

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas/expressive-arts/>

*Having the chance to participate and foster an interest in the arts can lead to a life time passion which can unlock untold personal creativity and opportunities.*

## Modern Languages

Children in our school begin to learn French in P1. We have a fun programme with a Bear called Camembear.

As part of the Scottish Government's initiative to promote languages, Spanish is being introduced to the school curriculum starting with P6&7



## Religious and Moral Education

*Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought provoking background for our children and young people to develop their own beliefs and values.*

*Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.*

### *Curriculum For Excellence*

Each year group has timetabled RME lessons which focus on Christianity, World Religions, Development of Beliefs and Values. Through these lessons we hope the children will develop reflective and critical thinking skills. We also hope that these lessons will ensure our pupils have tolerance of other religions.

These lessons are at no time an indoctrination of Faith. Teachers will ensure that children and young people from every Faith are treated sensitively. While some may wish to discuss their Faith, others may not.



## Trips and Outdoor Education

To make learning real and to bring to life topics studied in the classroom, from time to time the children will take part in class trips. These trips build on the children's learning, and give them rich opportunities to be independent and confident.

We believe that excursions, both local and further afield, are a valuable aspect of education. A wide ranging programme of sporting, curricular, cultural and social trips is organised each year involving children of all ages. Often these trips involve meeting children from other schools and areas. Local Authority guidelines are always adhered to.

You will always be given full information about any proposed trips and asked to complete a consent form on each occasion. Please make sure that you complete all the paperwork so that we can take children out within the 1km boundary.

From time to time we may learn in the "Secret Garden" this is a walled garden area at the back of the school. There the children can explore the outdoors in a safe environment, growing vegetables, learning about nature and the seasons.

### **Outdoor education**

Prior to the COVID pandemic all P6 pupils had the opportunity to attend a residential trip to the Hoy Outdoor centre lasting 2/3 days. Currently we have held a 2 day outdoor education event in and around our school and local area. We also used to take P7 children on a attend a week long residential trip to an outdoor facility on the Scottish mainland. We hope that this can occur in the future again.

### **Costs**

The residential trips have a cost implications for each child. However , no child will be denied a place on a school trip due to financial difficulties. We also provide an opportunity for parents to pay the cost of the trips in instalments. All parents are encouraged to assist with the fundraising that enables such experiences to continue.

## 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.

As we emerge from COVID restrictions, Papdale teams continue to be involved in the Primary Netball and Football competitions. These 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. We are very much in need of new volunteers for the netball and football teams.

Maybe you have a skill you would like to share with us and like to start another club, please get in touch with us.



*Assessment is an ongoing part of teaching making sure that both the teacher and pupil are clear about the next steps in learning.*

## Assessment

### Why do we need to assess pupils?

We need to assess pupils to make sure that learners are being challenged and are progressing. By assessing pupils we support their learning, track their progress and to plan their next steps. We track the rate of pupil progress recognising and celebrating achievement.

### How would we assess a pupil?

Assessment is CONTINUOUS throughout learning. Teachers are constantly monitoring pupils' performance during each lesson and adapting their teaching to meet the needs of the children. Assessment is no longer just "tests" using pen and paper but is based on a variety of sources of evidence chosen to best reflect the learning that has taken place. For example:

- a learner may have some written evidence - **WRITE**
- a learner may make a model - **MAKE**
- a learner may have given a verbal presentation - **SAY**
- a learner may have completed an experiment - **DO**

### There are different kinds of assessment

**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. These will take place online within the Seesaw environment.

**Profiles** – a statement of achievements both within and out with school are completed by P7 Secondary transition

# Standardised Testing

## **Standardised Testing**

Scottish Online Formative Assessment (SOFA) are used through out the school. These assessments are computer-based and are standardised tests. Pupils will be assessed on Spelling and Grammar, Reading Comprehension, Maths and Mental Maths. Scottish National Standardised Assessments (SNSA) are used P1, P4, P7 and are a requirement of the Scottish government. Pupils complete online standardised assessments in literacy and numeracy.

These assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

Staff are able to use these assessments to confirm their judgement about pupil progress and the assessments are able to reveal whole-year trends and the assessments can be used to influence the development of the school as well as target pupils. The tests can reveal under-performance, when pupils need further challenge and also highlight particular difficulties which may not have been initially noticed by staff, and will require further investigation. The test results are used alongside pupil work to inform staff of progression made by pupils.

These computer-based assessments are not used on their own to reach a conclusion about pupil progress; teachers' professional judgement is at all times called upon through the continuous assessments already mentioned. For more information on the National Standardised Tests follow the link:

<https://standardisedassessment.gov.scot/parents-and-carers/>

## Reporting to parents

It is important that you are able to know about the progress which your child is making in school. We have a statutory role to provide you with regular updates. We do this in a number of ways.

### Parents evenings

We hold 2 parents events in the school year, one in September and the next in March where you get to meet and know your child's teacher. There is an online booking system so you can select a time that is convenient for you. These appointments are 10 minutes long. At present parents evenings are being held online.

### Seesaw—Continuous Reporting

At the end of 2021 we moved to a new online communication platform which we hope will allow parents to have a better flavour of the work which your child is undertaking in class.

You can access this platform easily by downloading an app on your phone. You will receive an information guide with your enrolment pack.

We hope that as we move forward with this that children will begin to select their own work which they would like to share with you. This platform will in the future allow continuous reporting to occur between the school and with you. At present this is in the early stages of development

### End of year report

At the end of the academic year you will receive a short report home which describes your child's progress at school. Here we will report on the final level your child has attained at the end of the year. We have been developing this format. Last year due to the pandemic we only reported on Literacy, Numeracy, Health and Wellbeing.

# 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. 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.

At the end of each academic year staff share information to the new class teacher and pupils specific needs are planned for. We endeavour to arrange meetings with children and their new class teachers. We also send out transition booklets which shows children the entrances to their new class, the class teacher and the layout of the class. Child plan meetings will provide additional planning for those that need it.

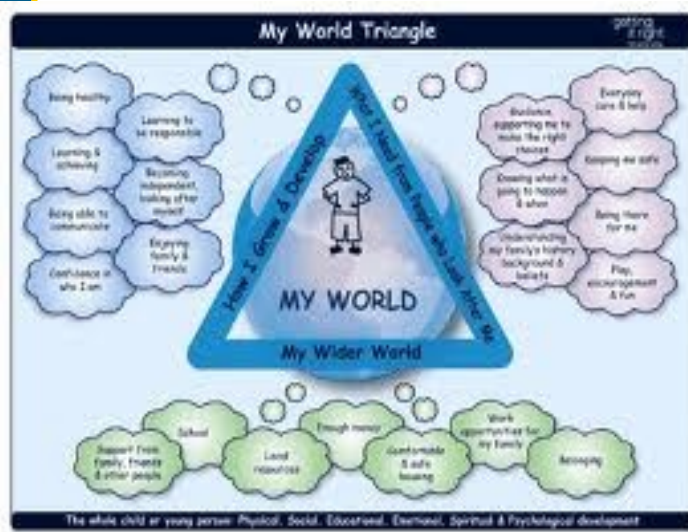
In P7, the children prepare to move on to Kirkwall Grammar School (KGS). They complete a Profile of themselves and their successes and achievements which parents are involved in and then is passed on to KGS. KGS staff visit our P7 classes in Term 4. In mid-June our P7s go to KGS for 2 days and have an 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. (see Enrolment)

From time to time we may seek advice from other agencies in times of transition to ensure that we provide the best transition experience possible for you and your child.



# Support for pupils



All children need support to help them learn. Some children require more help than others.

## Getting it right for every child.

This means that we take care of our children's well-being and make sure they are all right even before they are born. This helps 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 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 well-being indicators are:

**Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included**



The Getting it Right approach, using the Child's World Triangle, gives everyone 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 the child and family are well supported through the use of a child's plan.

See the next page for a breakdown of the steps we will take to support your child.

If you have a concerns about your child in school please contact your child's class teacher in the first instance.

### **Support for learning Teachers**

We have a small team of staff, some staff are developing a special knowledge in supporting pupils with English as an Additional Language. Support teachers will provide teachers will advice and support, they may take small groups of pupils or work with individuals, they will attend Child Plan meetings. The support for learning teachers work across the school and have a designated caseload.

### **Support for learning Assistants**

We have a small dedicated team of support assistants, they are deployed around the school to support identified needs.

**Further details can be found at parentzone Scotland.**

**<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/getting-it-right-for-every-child>**

## Staged intervention—the steps we take to support children.

As with anything related to children, we might not take all the steps but jump to more individualised support at an early stage if this is the recognised needs of your child.

### Stage 1

This is 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 working alongside the Educational Psychology Service, or Speech and Language Therapy. It is likely at this point that we would create a Child's Plan.

#### A Child's Plan

This is when we feel a child needs additional support from that which is normally provided in class. This might mean that your child may require adaptations to the environment or may have particular needs which need to be addressed. The Child's Plan is a document we use to plan and co-ordinate any support that is needed. This plan may be opened for a short period of time or for longer periods of time.

You will be invited to attend all meetings regarding the support that is being considered and planned for your child when other agencies are involved. You will also be involved in any referral process which we undertake. You will be fully involved in all decisions which are made which affect your child.

### 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. At this point the Child's Plan will have a multi agency dimension to this, indeed the Child's Plan may not be led by the school, it may be led by Health or Social work and may include statutory guidance within it.

On occasion a Co-ordinated Support Plans (CSPs) could be created. This is a document which has statutory requirements.

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.

# The National Improvement Framework



The National Improvement Framework (NIF) was established in 2015 and set out a clear vision for Scottish Education based on delivering Excellence and Equity. There are four key priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school– leaver destinations for all young people

As you can see in the about diagram there are 6 drivers. The Scottish Government reviews the NIF annually and publishes an Improvement Plan.

As you will see this framework impacts on the priorities for our school. We have been working hard to use the Pupil Equity Funding a fund which we have been given additional funding by the government to raise attainment and close the poverty related gap.

Here in Papdale this has been done in a number of ways, we have used the funding to provide additional support for learning assistants, training for teachers and to purchase a new reading scheme. You will find more information about how we are addressing these targets in our section—School Improvement.

For more information check this website,

<https://education.gov.scot/parentzone/learning-in-scotland/national-improvement-framework>

## Education (Scotland) Act 2016

We have added some information about the Education (Scotland) Act so that you have an awareness of why we approach Support for Learning, Raising Attainment, why pupils and parental view are vital to be heard. We believe that this enshrinement in law is a good thing as we very much value you and your child's voice.

As of November 2020 The United Nations convention on the Rights of the Child becomes law in Scotland. A key driver of this is the need to listen to the children and hear their voice. This works hand in hand with the Education Scotland Act.

### **Legal Information**

The Education (Scotland) Act 2016 received Royal Assent on 8th March 2016.

The Act introduces measures to improve Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs.

The Act makes amendments to the Standards in Scotland's Schools etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, the Education (Scotland) Act 1980 and the Welfare Reform Act 2007.

The Act introduces the National Improvement Framework (NIF).

### **What does this mean for pupils and parents?**

This Act supports a range of improvements to Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs. This act builds on the Additional Support for Learning (Scotland) Act 2006.

The act ensures that we listen to the voice of the child / young people and that they remain at the heart of any planning that takes place.

Additional support for learning means giving children extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age.

It doesn't just apply to children who have long-term learning difficulties or disabilities. Children can need support for many reasons. Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school.

The Act strengthens the need for agencies to work together to make sure that needs of all our children and young people are being met.

More advice and information about the incorporation of the UN convention on the Rights of the child can be found here.

<https://www.togetherscotland.org.uk/about-childrens-rights/monitoring-the-uncrc/incorporation-of-the-un-convention-on-the-rights-of-the-child/>

### **Need further information / advice?**

If you need to find further help, information and advice in regards to the education and additional support needs system in Scotland, **Enquire Scotland** can help. Enquire will explain how the system may relate to your situation and advise you on possible ways forward. You can contact them via the website <http://enquire.org.uk/advice> or the on the Enquire Helpline 0845 123 2303 or on email at [info@enquire.org.uk](mailto:info@enquire.org.uk).

The **Scottish Independent Advocacy Alliance** is a charitable body which provides a free advocacy service to support parents and young people. They will help if you find that you are involved in an Additional Support Needs Tribunal proceeding. *Independent advocacy is about speaking up for an individual or group. Independent advocacy is a way to help people have a stronger voice and to have as much control as possible over their own lives. Independent Advocacy organisations are separate from organisations that provide other types of services.* - See more at: <http://www.siaa.org.uk/>

You can seek advice from the **Scottish Child Law Centre**, for free legal advice. *We are the only national Law Centre in Scotland that works exclusively for children and young people. We provide services throughout the whole of Scotland. We help children and young people, their families and carers, and professionals working for and with children by providing free expert legal advice and information through our advice line, email and website.* See: <http://www.sclc.org.uk/>

## How can folk get involved as a parent or carer?

You are the most important educators of your child. In your hands you make and mould the life your child will have. It's a daunting thought! We want to recognise and value your role and to work alongside you. There are lots of opportunities for you to become involved in your child's learning, by volunteering to help in class or maybe by sharing your talents or experiences.

From time to time and COVID restrictions willing, we host school events such as concerts, work-shops, open afternoons and evenings, sports day and prize-giving. Children are always so proud to have a parent, aunt, uncle or grandparent to see them take part in these events. Please come along to these events as they are very special days for both you and your child.

We have moved some events online so watch out on Seesaw and Facebook for any links that may be posted.

For more information on Orkney Islands Council Parental Involvement strategy see:

<http://www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm>

As a parent can also help your children by putting your name forward to be on the parent council, volunteer to help with fundraising events and to be a school parent helper. You can share you ideas about the school with the staff and the parent council.

As a member of the Papdale Primary School you are a member of the Parent Forum and, if you wish, you can have greater involvement by becoming a member of the smaller group known as the Parent Council, which works together with everyone involved in school life, parents, learners, teachers, school staff and the wider community to support the school.

Prior to COVID we had begun to introduce a volunteering scheme to the school. If restrictions allow we will look at reinstating this. If you are interested in giving some time to support the school please get in touch with our Business Manager. All volunteers will be PVG checked and undertake a short introductory session.

# The Parent Council

On behalf of the Parent Council - Welcome to Papdale Primary School! We wish to extend a warm welcome to all children and parents new to our school.

As a parent/guardian of a child in our school you are automatically a member of the Parent Forum. If you wish, you can have a greater involvement by becoming a member of the smaller group known as the Parent Council. The Parent Council, works together with everyone involved in school life - parents, pupils, teachers, school staff and the wider community - to support the school.

The role of the Parent Council is:-

- Promoting effective communication between parents and school
- Representing parental and community opinions on issues affecting the school
- Arranging social and fund raising events
- Supporting the school with new developments
- Suggesting new ideas and initiatives, researching and developing these ideas
- Supporting the school by lobbying where necessary
- Organizing a programme of training for its members
- In partnership working with the school and the wider community
- Campaigning - on behalf of the Parent Forum and the wider community.

For further information go to:- <https://education.gov.scot/parentzone/getting-involved/parent-councils/About%20parent%20councils> or, <https://connect.scot/>.

The Papdale Parent Council is part of this CONNECT community.

Our AGM is held in September of each year and open to everyone in the Parent Forum. The date, time and venue will be advertised to the Parent Forum. New members to the committee are always welcome. The committee is made up of representation from different year groups and at the AGM the Chair, Vice Chair, Secretary and Treasurer is elected.

The Parent Council meets at least once a term, with minutes and constitution posted on Papdale School Website. We will keep you updated with our news, through our noticeboard, which is in the reception area in the main entrance of the school. There will also be information on the school Facebook page, Website, Seesaw and Expressions App.

We are currently working in partnership with the school around promoting reading, supporting the school improvement plan, ensuring good communication and exploring the development of the new sensory room along with on going parking issues.

The parent council are also involved in fundraising to provide "extras" for pupils and the school. They have recently purchased a large number of new books for the school library, supporting the development of the new sensory room plus buying a P7 leaving banner and arranging the schools book neuk.

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



## School Improvement

We continually strive to ensure that each pupil is able to reach their full potential and a robust programme of school self evaluation takes place. Therefore, we are always keen that parents are listened to. You can tell us what you think by taking part in questionnaires, or quick response sheets at parents evening. You can attend school workshops and meetings. Prior to COIVD there was monthly sessions with the Head Teacher called the Friday Forum. There we discussed different topics and this helped to inform parents of current issues. From time to time the Head Teacher ran semi focused interviews to better understand the opinions of parents. We are working towards a new online solution to ensure that this link with parents can be reinstated.

Children have a say in the running of the school through the Papdale Voices. Groups of pupils will be listened to when sampling of jotters and work is taking place. This helps to inform future practise.

Pupils may take part in surveys to collect how they feel.

Staff continually reflect on their work and use assessment information to inform and improve teaching and learning. We have a staff calendar within which we undertake a number of reflective activities.

Combined, all these processes enable us to have an understood, critical picture of the life of our school.

The main framework for whole school planning and progression is through the **School Improvement Plan**. There the findings of the self evaluation activities are acted upon. Consultation with pupils, parents and staff occurs during the development of this plan. You can access the improvement plan on our website and by asking for a copy from the school office.

We publish an annual **Standards and Quality Report** and you can find this in the report section of the school website. We report here on the development of the school in regards to the plans made within the improvement plan.

We make sure that our improvement plan links closely with the National Improvement Framework as directed by government and which addressed the school needs that have been highlighted through our programme of self evaluation activities.

## Summary of our School Improvement Plan priorities for 2022-23:

- Priority 1:** To raise attainment and achievement, all teachers will have a shared understanding of what high quality learning and teaching in literacy, leading to consistent practice across the school.
- Priority 2:** To ensure that pupils are able to articulate their views and feelings.

Our Pupils Equity Fund spending is targeted to support those children who are at risk within the equity and attainment gap. This funding is identified within our School Improvement Plan.

You can also find our most recent copy of the Standards and Quality Report on the school website as well as a copy of our last Care Commission inspection report.

<https://education.gov.scot/parentzone/learning-in-scotland/National%20Improvement%20Framework>

## How to make a complaint.

Should you have a complaint in relation to the school, please contact the school. You can do this by writing a letter, sending an email or telephoning the school to make an appointment to see Mrs W S Bowen (Head Teacher).

We aim to deal with complaints as swiftly as we can as it is important for us to have a good relationship with all our parents and children.

If you are still unhappy with the service or with our response then you have the right to take the matter further using the Orkney Islands Council complaints procedure. <https://www.orkney.gov.uk/Council/C/complaints-procedure.htm> You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this.

Completed forms should be sent to:

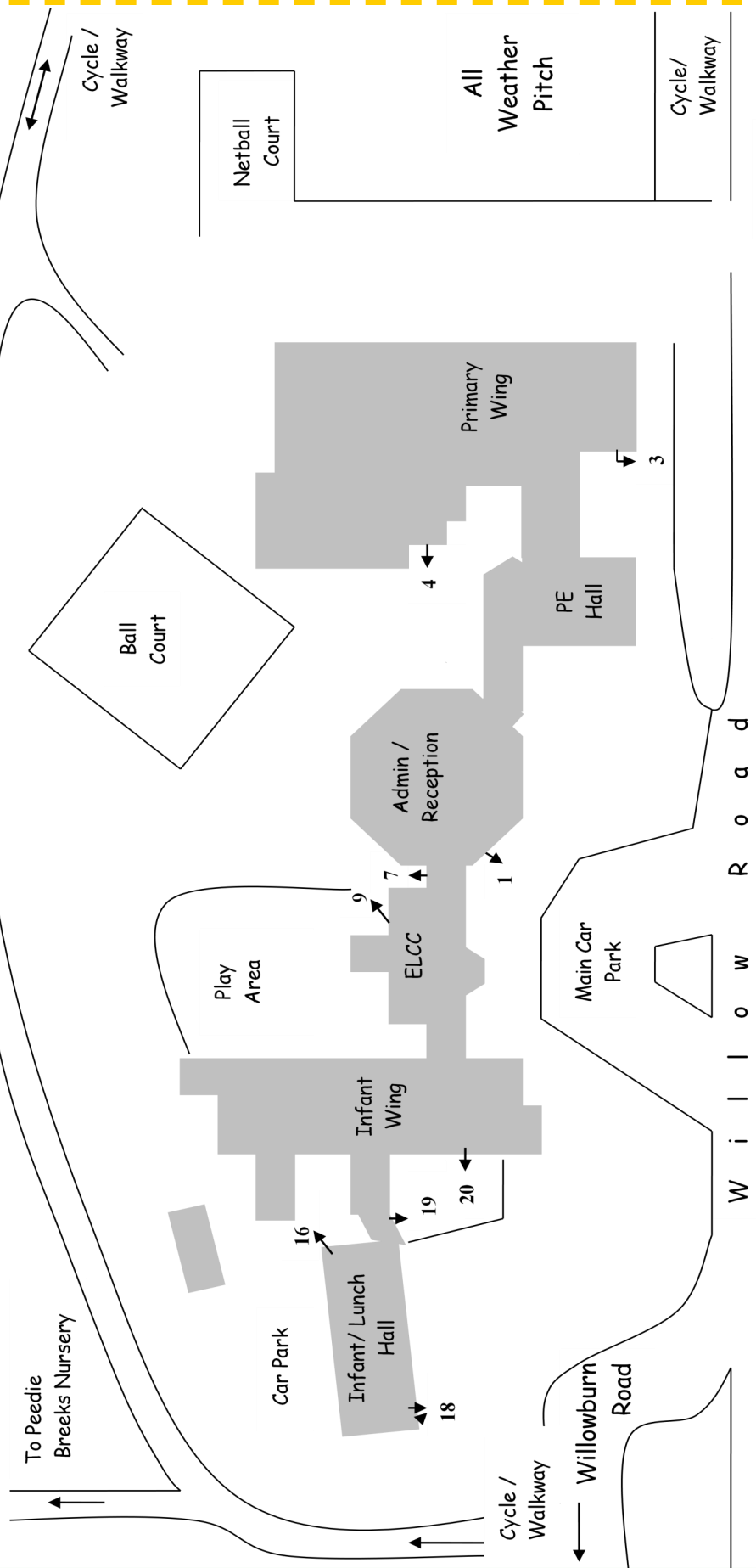
**Complaints Officer,  
Education, Leisure & Housing,  
Council Offices,  
School Place,  
Kirkwall  
KW15 1NY**

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.

**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)



## Papdale Primary School

1 Willow Road  
Kirkwall  
Orkney

Phone: 01856 872 650

Fax: 01856 870 392

E-mail: admin.papdale@glow.orkneyschools.org.uk

## Orkney Islands Council

School Place

Kirkwall

01856 873 535

Director of Education: James Wylie

Head of Education: Peter Diamond

School Improvement Manager: Morag Miller

## Parent Council

Chair: Lynne Spence

Secretary: Ruth Lea

**Working together to be the best we can be.**



## Communication

We regularly send out information from the school office via



Seesaw, letter and messages, that can receive by downloading the Groupcall Xpressions app to your phone. Class teachers will send out notifications via the Seesaw app, there will also be whole school announcements sent by the Head Teacher or Senior Leadership team here as well.

You can email school on admin.papdale@glow.orkneyschools.org.uk .

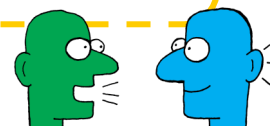
You can keep up to date with us via our Papdale Bulletings, our newly refreshed website and via our Facebook page. We

are keen to work closely with parents and from time to time we will telephone you if we have information to share with you, or if we need to ask your advice or suggest a way of working with you.

Regular parents evenings are held throughout the school year and, from time to time, we hold information sessions or Friday Forums.

Should you wish to talk with your child's teacher please arrange to meet at a mutually convenient time as the teachers will normally be busy in class during the school day.

We are happy for you to



contact a member of the Senior Leadership team. Mrs Bowen tries to have an open door policy and is happy to meet with parents. However this is dependent on the Head Teacher's diary.

For security reasons, on arrival please wait outside the school office.



**The information in this handbook is considered to be true and correct at the time of publication.**