



Woodlands Primary School Handbook 2022/23



This document is available in alternative formats, on request
(Please contact the school office)

Contents

IMPACT OF COVID.....	4
VISITS OF PROSPECTIVE PARENTS	4
PARENTAL CONCERNS	6
THE COMPLAINTS PROCEDURE.....	6
PARENTAL INVOLVEMENT	6
BECOMING INVOLVED IN SCHOOL.....	6
SCHOOL ETHOS	7
SCHOOL AND COMMUNITY LINKS	9
POSITIVE BEHAVIOUR MANAGEMENT.....	11
CELEBRATING ACHIEVEMENT	11
EXTRA-CURRICULAR ACTIVITIES.....	12
PUPIL COUNCIL.....	13
LEARNING OPPORTUNITIES	13
THE PUPILS' AND PARENTS' VOICE.....	13
THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL.....	14
EARLY LEARNING AND CHILDCARE	14
LIAISON WITH SECONDARY SCHOOL	14
SCHOOL IMPROVEMENT (School Specific)	15
MAIN ACHIEVEMENTS.....	Error! Bookmark not defined.
IMPROVING STANDARDS.....	Error! Bookmark not defined.
SCHOOL IMPROVEMENT PLAN	Error! Bookmark not defined.
SCHOOL PERFORMANCE (Secondary schools only)	Error! Bookmark not defined.
READ, WRITE, COUNT	16
FIRST MINISTER'S READING CHALLENGE	16
PARENTZONE SCOTLAND	17
HEALTH CARE.....	17
USEFUL LINKS AND CONTACT DETAILS	17

ANGUS COUNCIL WEBSITE 17

FINANCIAL ENTITLEMENT DIRECT LINKS 18

OTHER WEBSITES 18

CONTACT DETAILS

School Name: Woodlands Primary School

Address: Queen Street, Carnoustie, DD7 7SU

Telephone Number: 01241 465446

Website: www.woodlands.angus.sch.uk

Email: woodlands@angusschools.org.uk

Head Teacher's name: Mrs Suzanne Smith

Class Stages: Nursery and P1 - 7

Present Roll: 208

Email address for the Parent Council: parentcouncilwoodlands@gmail.com / www.facebook.com/woodlandsprimaryparentcouncil

ORGANISATION OF SCHOOL DAY

School Hours	Morning Session (P1-7)	9.00am - 12.30pm
	Morning Interval	10.15-10.35am (P1-3)
		10.35am - 10.55am (P4-7)
	Lunchtime	12.15pm - 1.15pm
	Afternoon Session (P1-2)	1.15pm - 3.20pm
	Afternoon interval (P1-2)	2.15pm - 2.35pm
	Afternoon Session (P3-7)	1.15pm - 3.20pm
Nursery Hours	Day Session	9.15am – 3.15pm

IMPACT OF COVID

Covid continues to affect school life and may have an impact on some of the information contained within this handbook. [Up to date information and advice from the Scottish Government about Covid and schools can be found online.](#)

VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Prospective parents are invited to telephone the school to arrange a meeting with the Head Teacher to enable you to visit us and see round our school. Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Parents of Nursery and Primary 1 new entrants will be invited to visit the school and meet the teachers during the Summer Term as part of the induction process.

DOGS IN SCHOOL GROUNDS

Whilst we understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs, the safety and wellbeing of our pupils, families, staff and community is paramount. Therefore, please ensure dogs are not brought into school grounds, with the exception of service dogs.

In addition, should you choose to walk your dog to and from school, again in the interests of safety and understanding that some children feel intimidated or unsure of dogs, please remain a reasonable distance outside of the school gate to enable children and adults to enter/exit safely.

We also ask our parents/carers to ensure all adults who bring and/or collect their child(ren) are aware.

SCHOOL UNIFORM

We recommend that all pupils in P1-7 wear school uniform and hope that parents support us in setting high standards of neatness and cleanliness. School sweatshirts, fleeces, kilts, ties, summer dresses, jackets and polo shirts of good quality can be ordered online at Border Embroideries or www.myclothing.com or there is a fairtrade option at www.koolskools.co.uk. All these items bar the kilts and ties display an embroidered school badge.

Tee shirts and sweatshirts with the Nursery badge are also available for our younger children.

School colours are -

- bottle green - sweatshirt, fleece, cardigan, jacket, tartan tie, and kilt for girls
- white - polo shirt, shirt, blouse, socks
- grey - trousers, skirt, pinafore, socks
- green check – school dress
- PE kit – Plain white tee shirt/ black shorts (indoors); plain white tee shirt, black tracksuit/leggings and black sweatshirt



(outdoors)

Please ensure all items of clothing are clearly labelled with the child's name and that this is checked regularly for clarity, as it is difficult for children to distinguish their clothing from others. PE kit should be stored in a bag also labelled with the child's name. PE Kit bags are available for sale from our suppliers, which can be ordered by parents online:

www.border-embroideries.co.uk or www.myclothing.com or a Fair Trade option at www.koolkskools.co.uk

PARENTAL CONCERNS

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or, if you would prefer to discuss the issue with a member of the management team, please contact Mrs Connor regarding children Nursery to P3 and Mrs Ferguson P4-P7. However should you wish to discuss any concerns with Mrs Smith, Head Teacher please do not hesitate to contact the school.

The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call as appropriate to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

If parents have cause for complaint or a concern they should contact the school and make an appointment to speak with the class teacher in the first instance but please do not hesitate to contact the school office to make an appointment with a manager as above.

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication. We therefore invite parental help each year through a letter in term one.

Opportunities for Parental Involvement:

During the school day:

- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum e.g. topic talk, history, science, health
- Practical activities in science, maths e.g. number partners, social subjects, health education e.g. first aid or technology
- Supporting the running of the library
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training and Walkwise
- World of Work – sharing information about your job and related skills and qualifications.

Out with the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs, country dancing, school grounds – maintenance of garden/allotment areas
- Supporting the P6 activity week and P7 residential trip
- Joining the Parent Council.

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

At Woodlands it is important that parents are involved in their child's learning and are part of our learning community. All parents are invited to attend two Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10 minute interview and talk about their child's progress. This is also an opportunity for parents to talk about how they can best support their child's learning. Parents are also encouraged to look at their child's learning log with their child and support as appropriate the completion of homework tasks as advised by the school. Seesaw is used by the school and is an important form of communication between home and school as information about learning is shared regularly. Newsletters are also sent home each term informing parents about learning, achievements and what is happening/about to happen in school. In addition, curricular events are held each year to share information about the curriculum and learning approaches and parents are also invited to feedback about school priorities to further facilitate parental involvement, partnerships and help us identify our next steps.

SCHOOL ETHOS

We regularly revise our school community aims, values and vision statement through consultation with our pupils, staff and parents.

Our School Vision – “Believe and Achieve”

We strive to do this through our values and aims:

VALUES – Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected. Included.

AIMS –

To be happy

To try our best

To make learning fun and challenging

To be a responsible person

To work independently and as part of a supportive team

To share our learning with families and the community

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

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

PUPIL REPRESENTATION & INVOLVEMENT

Now in our fourteenth year at Woodlands Primary we have become a well-established school community with a number of major achievements under our belt. These have included Health Accreditation, Reading Accreditation as well as our Eco Schools Awards (we have gained our 7th Green Flag) and Fairtrade status, all of which have involved pupils working in collaboration with staff and, in many cases parents and/or the community. In addition, in recent years we have worked closely with the residents of East Haven to raise awareness of conservation issues including the declining population of the Small Blue Butterfly. We have very good working relationships with our pupils and parent forum and a number of groups have been become established over the years to support us with projects including the continued development of our Zen Garden which has involved staff, pupils, parents and members of the wider school community. We are now in the process of working towards a new Reading Accreditation and have created our plan to gain our bronze award as a Rights Respecting School.

ECO COUNCIL

Eco Council – involving staff, pupils and parents. The Eco Council have been influential in

many aspects of development across the school. We have a beautiful outdoor classroom which was designed by one of our previous P7 classes and built by a local builder using stripped pine and traditional building methods. Having access to an outdoor classroom space is so beneficial that we are now building developing a second outdoor classroom in another part of the school grounds.

The Eco Council has established positive links with the wider community to develop our grounds to encourage butterflies and bees and to increase our planting opportunities through planters at doorways and with the help our community, we have almost completed our mindfulness/Zen garden.

We were awarded with our first Green Flag for Eco Work in 2009, and have now successfully gained our 7th Green Flag last October. The Eco Council meet regularly and continually explore and organise their action plan to ensure we maintain our Eco friendly approaches and developments.

FAIRTRADE COMMITTEE

Fairtrade Committee - This has been another one of our success stories as Woodlands continues to be a Fairtrade School. The group focus on how we maintain our Fairtrade status and organise and when we are not restricted by COVID, manage Fairtrade Cafés, inviting parents, friends, and members of the community to visit and enjoy a Fairtrade tea or coffee and have a 'blether'. Our pupils provide a short entertainment piece to share their learning for the café on a rota basis and this gives them performance opportunities.

YOUNG LEADERS

Young Leaders – our older pupils are trained to organise and lead sporting activities both within and out with the school. To date they have successfully led the Primary 2 Cluster Sports Festival and a range of games afternoons in school and during last session continued to provide outdoor activities for our younger pupils daily during lunch time or playtime.

SCHOOL AND COMMUNITY LINKS

Any school is an integral part of the community of its town. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils have participated in community events and competitions organized by local groups and participate in sporting and cultural events. In addition, our P7 pupils have shared their learning and skills with the local Probus Club annually and the school invites members of the local community to attend our Community Christmas Show each December. Furthermore, children attend local care homes to sing songs and share their learning and our Fairtrade Committee organises and runs a community café when members of the school and local community are welcomed into the school to have a cup of Fairtrade tea/coffee. This event provides further opportunities for the children to share aspects of their learning.

Visitors

A variety of visitors will regularly share their knowledge and skills with us. Visitors of particular interest to the children include sports people, authors, Country Park Rangers, Community Police Liaison Officers, the Fire Service, Health Service professionals, local

celebrities, DCA and representatives of the caring profession.

Educational Visits

To make learning more meaningful we can make full use of the excellent resources in our local area, either by visiting them or inviting them to visit school.

Field study trips can include:-

Visits to local places of interest- beach, library, local schools, businesses, Leisure Centre

Verdant Works

Dundee Rep

Council Chambers, Forfar

Dundee Science Centre

Local Farms

Country Parks – Environmental Studies and Watersports

Fisheries Museum in Anstruther

Glamis Castle

Botanic Gardens

Guide Dogs for the Blind Centre

S.S.P.C.A. Centre

Montrose Basin

H.M.S. Discovery and Unicorn

Lifeboats and Coastguard Stations

Arbroath Abbey

Easthaven

Local places of worship

Local Supermarket

Our pupils have a variety of opportunities to achieve in a range of activities including:

In-school and Carnoustie/Monifieth sports tournaments/events

Swimming at CHS

Individual class organised fundraisers

Bike-ability

Walkwise

Developing and maintaining the school garden

Residential trips

Performances

Representing the school in a variety of local community events e.g. the Remembrance Day service.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Positive relationships are essential to our ethos and conducive to learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing and sustaining this positive ethos. The expectations and approach of the school are of a common sense nature, bearing in mind the interest and safety of all concerned with a focus on our school values.

Having reviewed our school rules recently, we have identified three key rules that underpin all of our expectations for behaviour, these are be Respectful, Responsible and Safe. Having three key rules make it easier for everyone to remember and staff refer to these rules in their language when talking with pupils.

Classes have recognition boards in each class where pupils are recognised for exemplifying the school rules. Each class discusses with their teacher which aspect of each rule will be their focus e.g. Respect – by thinking about the tone used when talking to others, Safe- keeping all four chair legs on the floor. Children are also encouraged to work together as a team to earn marbles which are put into a class jar and once this jar is full the children participate in a class treat which they have discussed and agreed with their teacher. Positive notes home are shared when an individual pupil has gone “above and beyond”. When a child is struggling to manage their behaviour they are initially supported at class level and, if this has limited impact, further interventions and supports are identified, as detailed in our Positive Relationships Policy.

Staff also help pupils resolve issues through working through a series of restorative questions which help them to understand how a situation may have occurred and how to move forward, thereby further equipping them with skills for life.

CELEBRATING ACHIEVEMENT

Children learn better when they know their efforts will be appreciated and praise is meaningful. All staff encourage pupils at all times and in all activities to give their best and

to keep trying.

The whole school celebrates achievements on a weekly basis during assembly by the giving of stickers and those who have received a positive note home during the week are asked to share this with the other children.

Children in P1-7 are allocated to one of four houses: Oak (yellow); Ash (blue); Rowan (green) or Beech (red). Pupils can gain points for their house by implementing our school rules and values when lining up at breaks and lunch times. These points are collected weekly by Primary 7 House Captains and the house with the highest total each term is awarded a 'non uniform day'. In term 4 these points are added to as each house competes in sporting events. The House Points system culminates in the winning house receiving the House Trophy at the end of the session which is presented at the End of Term Service. Further achievements are also celebrated at this service including trophies for Sportsmanship, Citizenship, Music, Artistic Expression, Service to the School and the Parent Council Trophy for Service to the Community.

At Woodlands it is important to us that we celebrate all our achievements. In terms 2 and 3 each year we hold special assemblies to celebrate those successes our pupils have experienced out with school. Parents are invited to inform the school of their child's achievements and these are read out in our 'Celebrating Wider Achievements' assembly. The children each receive a certificate and their picture is displayed on our 'Wall of Achievement', along with other achievements across the school such as sports team successes, fundraising events or indeed staff successes.

Throughout the year learning logs are sent home to share children's learning and progress with families. Through these logs, parents are invited to further share their child's achievements out with school and these are then discussed in class, with any themes then informing future learning and/or extra-curricular clubs, as appropriate, to draw on or further build on skills.



EXTRA-CURRICULAR ACTIVITIES

We run extra-curricular clubs for football and netball throughout the year annually. In addition we run seasonal clubs for athletics, basketball and cross country as well as organising shorter clubs which introduce children to a variety of different activities such as dancing, Glow Sports, golf, choir and chess. Teachers hold discussions with children regularly to identify their interests, which can then influence the clubs being provided. In recent years, as a result of school improvement and children's interest, Code Club has run at lunch times or end of day providing the Digital Leaders with the opportunity to plan and lead a club for P4-7. Older pupils with particular skills and interests are also encouraged to share their skills and develop leadership skills by organising playtime clubs for younger pupils such as dance club, with adult support. More information is available on a regular basis through school newsletters and club letters

PUPIL COUNCIL

Our council includes representatives from P1-7 who meet regularly with a member of staff to discuss any points raised by class members and aspects of the school improvement plan and to enable them to identify and implement their own action plan. The Pupil Council members are elected by their class peers at the start of the session and hold office for one year. They have been involved in the past in bidding for Lottery Funding for playground equipment and toys and been involved in surveying the school about how to improve reading as well as annually help to improve our school handbook. Over the past few sessions, our Pupil Council have organised fundraising events for a range of local, national and international charities and identified a need to review our behaviour management approaches which led to a whole school review through a focus group and a change to our approaches. This session as a result of Covid, P6M have been our Pupil Council and they have linked with the children across the school to identify what they like about the playground and what could be improved. They have then used this information to identify how the playground should be used and to identify and purchase playground resources, identifying how to then share what they have achieved.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups. To help learners develop knowledge, skills and aptitudes in more depth there are a variety of different approaches to learning:

Using technologies *(to find material, communicate, create and present)*

Active learning *(being actively engaged whether mentally or physically, using real life and imaginary situations)*

Co-operative learning *(encouraging thinking and talking together to discuss and solve problems)*

Interdisciplinary learning *(using links between different areas of learning to deepen understanding)*

Outdoor learning *(using the outdoor environment for learning)*

Personalisation and Choice *(being given choices and being involved in planning learning)*

Skills *(developing the skills for learning, life and work, including problem solving, analysis and evaluation, creativity, making judgements and decisions and developing arguments).*

THE PUPILS' AND PARENTS' VOICES

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new context and plan together the areas of specific focus e.g. learning about another country, the World of Work, or what life was like in Granny's Day, taking account of children's needs and interests as the context progresses. This will be shared with parents through the homework

and learning logs and parents will be invited to support the learning by sharing resources from home e.g. travel brochures and leaflets, 1980s items or visit the school to share their knowledge and skills.

Parents will be invited to share comment regarding the planned learning for their child through their child's learning log throughout the year and are encouraged to comment at any time through Seesaw. Pink Pig books of learning are visible throughout learning areas/classrooms within the school depicting children's learning journeys, with each class sharing these with another class during the year

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

The school website is a source of considerable information, illustrating the work of the school. Additionally, a curriculum evening or afternoon for parents is held annually and led predominately by the staff and children. During this event the staff share information about school initiatives and/or curriculum approaches.

More local information can be found through links within this handbook and the Council Website. There are links to national information at www.angus.gov.uk/linksforparents

EARLY LEARNING AND CHILDCARE

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our nursery class offers sessions between 9.15am and 3.15pm, 5 days a week, over 40 weeks of the year. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Carnoustie High School (CHS) and other Primary Schools within the Angus area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency. Our pupils usually attend CHS and therefore take part in transition events with the High School and other Primary 7 pupils who form the Carnoustie Cluster in preparation for going to Secondary. This process starts in term 1 of Primary 7, with a range of visits from High School staff and pupils to Woodlands and visits from the Primary 7 pupils to the High School, culminating in the Primary 7 pupils attending CHS for 2 days in June. Each year there may be pupils who for a variety of reasons would benefit from enhanced transition, and they will have additional visits and links with CHS.

CHS Contact Details:

Carnoustie High School
Shanwell Road
Carnoustie
DD7 7SS

SCHOOL IMPROVEMENT (School Specific)

MAIN ACHIEVEMENTS

Teachers and managers continue to liaise regularly to review, adapt and improve teaching and learning to meet our learners' needs. This past session there has been a particular focus on improving our ability to access and use digital technologies and platforms to share and support pupils to progress in their learning. Through assessment procedures and the engagement of pupil groups, our pupils have opportunities to develop the four capacities as they exercise responsibility and contribute to the life of the school and community. Teachers have continued to share their expertise and to engage in professional learning in STEM, increasing and applying their skills to enhance children's learning opportunities. Involving teachers in sharing expertise coupled with quality assurance linked to the school's priorities continues to enable the identification of the impact of our processes and comprehensive next steps across the school.

Further information about the school's achievements can be found in the school's Standards and Quality Report, copies of which are available in the school foyer.

IMPROVING STANDARDS

Positive proactive measures are taken to review children's progress and identify and meet needs, taking account of health and family circumstances as well as social and emotional needs. This session, this process informed us of a need to adapt our use of wellbeing webs to ensure the children are better able to share how well their wellbeing needs are being met, resulting in more detailed wellbeing information being collated and used to inform planning and support.

Teachers engage in moderation and quality assurance activities to share effective practice and improve teaching and learning across the school and Carnoustie cluster. Teachers also engage in Career Long Professional Learning to improve their own skills and share their expertise and approaches with each other, and with parents through curricular afternoons or, as has been the case this past session, through digital formats. As a result of increased need in the use of digital platforms to engage in learning, coupled with increased resources and teachers sharing expertise, teacher and pupil skills in digital learning and using technology to enhance and support learning have improved.

Further information about the school's standards and improvement can be found in our Standards and Quality Report, copies of which are sent to parents annually, are on our school website and are available in the school foyer.

SCHOOL IMPROVEMENT PLAN

Based on our evaluations, feedback and attainment our priorities this session are as follows:

- Adapting our approach to the use of the wellbeing web to support learners, developing nurture spaces for nursery to P7 to access and staff in the nursery sharing their training and expertise in the use of outdoor spaces to promote social skills and wellbeing.

- A review of our school vision, values and aims, with learners being supported to understand them.
- A specific focus on increasing progress and approaches to learning and teaching in:
 - reading comprehension and reading assessment
 - spelling
 - Extended writing – creating and using rubrics.
- Moderation of reading and spelling approaches and expectations across the school and, if restrictions allow, with cluster colleagues.
- Explore the use of Seesaw as an ongoing tool to share learner progress, to create digital portfolios and to enhance learners' digital literacy and learning experiences at all stages.
- Provide further advice and opportunities for parents/carers to learn about how to support their children with learning at home using a digital platform and, if restrictions allow, open afternoons.

School Improvement for the Coming Three Years

Over the coming three years we aim to continue to develop our 'growth mindset' culture and ensure learning in maths, literacy and health and wellbeing is visible to our learners; enabling them to talk confidently about what they are learning, how they are doing and their next steps with a particular focus on the use of rubrics and feedback. In addition we will continue to build on our approaches in the use of the Sound Reading System across the school to improve pupils' skills in spelling and reading. Teachers will also improve their ability to measure the impact of approaches to inform of appropriate next steps.

READ, WRITE, COUNT

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club [website](#) offers a range of hints, tips and advice to help parents engage in their child's learning

FIRST MINISTER'S READING CHALLENGE

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part [here](#).

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and

recommend books and to set themselves reading challenges.

PARENTZONE SCOTLAND

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed [here](#). Why not check out the website for ideas on how you can support your child's learning.

HEALTH CARE

You can contact your school health staff at: -

Carnoustie Medical Centre, Parkview Primary Care Centre, Barry Road, Carnoustie
01241 802377

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions

- ...and more

FINANCIAL ENTITLEMENT DIRECT LINKS

- [Free School Meals and Clothing Grant](#)
- [EMA \(Secondary Schools\)](#)
- [Welfare Rights/Benefit Calculator](#)

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents