

St Clement's

R.C. Primary School



Handbook

December 2012





Introduction

Children are the most important people in our school. All who work in St Clement's R.C. Primary School, teachers and support staff (office staff, dining room and playground supervisors, facilities assistants, kitchen staff and cleaners) take a keen interest in every pupil's wellbeing and care. We are here to ensure that each child is happy and safe and experiences many rich learning experiences.

This is a momentous year in the school's history as we move into the brand new Balgarthno Campus, sharing the building and some facilities with Camperdown P.S. This heralds a new era in the long and successful history of St Clement's R.C. Primary School.

Our culture, values and traditions are Catholic Christian, a heritage of which we are very proud. We welcome and work with children from families of all faiths and none in an atmosphere of equality of treatment and opportunity for all.

The support of parents, carers, families, parish and community is essential to the school's success. Through this partnership we encourage our young people to extend themselves emotionally, socially, intellectually, physically and spiritually to their full potential. By doing this we hope to nurture qualities and skills in our pupils which will leave them well equipped for later life.

As the first educators of their children, we hope that parents will play a full and active part in the education process. The school is always open to parents who wish to discuss any aspect of their child's progress and development.

The Handbook sections below give information about our school and what we are about. Parents are also kept well informed about their child's progress, abilities, talents, behaviour and any learning issues in various ways such as letters home, telephone calls, school/class blogs, school website, school twitter feed and face to face contact (formal and informal). The school's Annual Standards and Quality Report also outlines our progress. We try to keep everyone up to date with events and activities taking place in and out of school throughout the year.

I hope that this brief snapshot of life within the community of St Clement's Primary School provides you with the information you need. This is a vibrant, supportive and constantly evolving community which is about to enter an exciting new phase in its life. Understandably you will have many more questions. Please contact the school and we will be only too happy to furnish you with any other information you require.



A. Macgregor
Head Teacher
October 2012

Our School Values

All at St Clement's work to an agreed set of values. These are Catholic Christian and based on the Gospel teachings of Jesus. They include **respect** for self, others and property; **honesty**; **pride** in work, school, and appearance; **punctuality**, regular **attendance** and **responsible behaviour**; awareness of **personal worth** and **potential**; **caring**, **thoughtfulness** and a **willingness to help** others; **co-operation** and **tolerance** and an **acceptance** of others; **loyalty** to the school and a **willingness to participate** in all aspects of school and community life; **equality** based on an understanding of and respect for rules; and an ability to **share**. We hope that in striving to maintain these values, we best serve the interests of our pupils, parents and community.

Our School Aims

Our learning community aims to:

- provide a stable, nurturing and supportive atmosphere, based upon Gospel values, which promotes a positive attitude to learning and strong home-school-community-parish links.
- provide a broad range of appropriate experiences, including a well-balanced, stimulating curriculum, which meet the educational, spiritual, social and emotional needs of every pupil.
- develop skills for learning, life and work in all of our pupils and staff.
- prepare pupils socially and emotionally for later life by developing their self esteem and confidence and encouraging them to take responsibility for their choices.
- work effectively with all of our partners and stakeholders to support young people to attain and achieve to their full potential and to be responsible citizens who contribute effectively to society
- ensure that all pupils, staff and families feel included and are proud of their work and achievements in school and in the wider community.

Customer Care Statement

Dundee City Education Department, and all schools under its authority, is committed to customer care. The broad aims include:

- Meeting the educational needs of young people, parents, users of the education services and the wider community.
- Providing equal access to educational opportunity and service, regardless of gender, creed, race, social status or disability.
- Continuing to develop the quality of education in Dundee.

We believe that this can only be achieved by working together in a positive partnership.

Our commitment to you

- To value you as an individual and support your contribution to your son/daughter's education.
- To provide you with an effective and suitable education as a user of our services.
- To provide you with the necessary information at all times and to consult you on major issues and policies.
- To respect your views and beliefs.
- To welcome you into the school.
- To provide access at times suitable to all.
- To provide a safe and caring environment for learning.
- To keep personal information confidential wherever possible.
- To provide you with access to the information you require.
- To reply to any enquiries as soon as possible and certainly within five working days.
- To welcome your comments and criticism and to respond positively to them.
- To help resolve any difficulties within an easily understood complaints procedure.

Your commitment to us

- To respect staff, treat them fairly and support their work.
- To provide support for learning at home.
- To keep us informed about matters which may affect your child's learning.
- To meet with us when required in support of your child's education.
- To make any criticisms or complaints in a constructive way.
- To help us resolve any difficulties, if necessary, through our complaints procedure.
- To be realistic in your expectations of us.



A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

School Contact / General Information

The school's address is Balgarthno Place, Dundee. DD2 4QG. Our telephone number is (01382) 436692 and email address is st-clements@dundeecity.gov.uk.

Any parent/carer who wishes to visit the school, either before their child is enrolled or once he/she attends St Clement's, is very welcome to do so. To avoid disappointment if the Head Teacher, Depute Head Teacher or other relevant staff member is engaged, we ask that wherever possible an appointment is made in advance by calling at or telephoning / e-mailing the School Office. We do make every effort to see any parent/carer at any time but this is not always possible.

Our School Blog is updated regularly at <https://blogs.glowscotland.org.uk/dd/StClementsPrimaryBlog>. Class blogs can also be accessed directly or via the School Blog.

A new St Clement's web site is currently under construction. It will contain information, articles, pictures and lots of other items. There will also be a guest book where visitors leave their comments. The web address is <http://st-clements.ea.dundeecity.sch.uk>

Dundee Education Department staff can be contacted at Floor 2, Dundee House, 50, North Lindsay Street, Dundee, DD1 1NL. Telephone (01382) 434000.



Current School Staff

Support Staff

Active Schools Coordinator	Mr Kris Brash
Admin Officer	Mrs Elvira Daly
Auxiliary	Mrs Alison Rice
Breakfast Club Assistant and Supervisory Assistant	Mrs Maureen Thomson
Catering Assistants	Miss Carol Dailly Mrs Pauline Marr Mrs Maureen Ogilvie
Cleaners	Mrs Liz Gill Mrs Jackie Kirsan Mrs Liz Martin Mrs Maureen Thomson
Classroom Assistant	Mrs Florence Cathro
Classroom Assistant	Mrs Brenda Clark
Clerical Assistant	Miss Kirsty Black
Early Years Practitioner	Mrs Dorothy Thompson
Facilities Coordinator	Mr Jim Cunningham (Menziesshill H.S. Cluster)
Facilities Assistants	Mr Eamonn Malone Mr Keiron Brown (based at Camperdown P.S.)
Health/Wellbeing Assistant	Miss Gillian Lawrence
School Nurse	Mrs Nici Burke (based at Ryehill HC)
School Community Support Service Worker	Ms Sara-Jayne McBride

Teaching Staff

Brass Instructor	Miss Jessica Ortony
Class Teacher	Mrs Carolyn Dammer
Class Teacher	Miss Danielle Douglas
Class Teacher	Mrs Kathryn Fitzpatrick
Class Teacher	Mrs Jenny Fleming
Class Teacher	Miss Emma Flight
Class Teacher	Miss Nicola Forbes
Class Teacher	Mrs Deborah McArtney
Class Teacher	Mr John Malone
Class Teacher	Miss Una Mullan
Class Teacher	Miss Kerry Nicoll
Class Teacher	Miss Claire Smith
Class Teacher	Mrs Samantha Thomson
Class Teacher	Miss Miriam McFadyen
String Instructor	Mrs Sheila Burns
Support for Learning Teachers	Mrs Lorna Dashwood

School Leadership and Management Team

Depute Head Teacher	Mrs Yvonne Donnelly
Head Teacher	Mr Andy Macgregor

A-Z of School Information

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and read their written work to build up a picture of where each child is in their learning. From this, the children are given information about and helped to see how they can improve and what they need to practice. Pupil performance is also measured using standardised assessments in P1, P4 and P6 which allow measurement of value added by the school as well as giving diagnostic profiles of pupils' strengths and development needs.

Baseline Assessment is carried out in Primary 1 using the PIPS computerised assessment, and this is repeated at the end of P1. In P4 and in P6 pupils undertake INCAS assessments, another computerised assessment which gives standardised information about pupil progress which teachers use to plan next steps in learning.

Every pupil has an individual Work Folio started in Primary 1. This contains examples of work from a wide range of activities and is added to as a child moves through the school. Parents have access to the contents of this folder on the two parent evenings and at any other visits to the school (eg for termly Open Afternoons or our weekly Wednesday morning Drop In sessions. All pupils also have a Writing Folio where assessed pieces of writing are stored and which 'tell the story' of their progress with writing. All pupils also now keep Learning Logs which are sent home twice per session to give parents a flavour of what is being covered in class and how well their child is doing.

'Building the Curriculum 5: a Framework for Assessment' provides guidance around the assessment framework – http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed – <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

'Curriculum for Excellence Factfile - Assessment and Qualifications' - http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp



Attainment

We wish to help all pupils to reach their full potential and to celebrate the successes of pupils in all areas of their school work. High standards are encouraged in academic, in sporting and in cultural achievements.

Under its *'Strategy to Raise Attainment in Dundee Schools'*, the City Council Education Department has promoted a number of initiatives on achievement and attainment which are fully in place in St Clement's. These include Early Intervention, Formative Assessment, Active Learning, Responsive Planning, Supporting Learning, Restorative Approaches and now Cooperative Learning. These are having a positive impact on pupil progress in a number of areas. Attainment in the school, as measured in the standardised assessments mentioned above, is good and improving in almost every area. Over the coming years the school will be working even harder to raise the levels of pupil performance in all areas.

School Strategies for Raising Achievement

Many developments taking place in the school are detailed elsewhere in this handbook, including:

- **Attendance** - an Attendance Initiative is in place to reduce absence and truancy. Office staff follow up absences and provide earlier information to parents. Attendance rates are consistent.
- **Improving Attainment** - the school has been focusing on improving attainment across the board. The impact of this can be seen in our improving attainment figures.
- **Liaison With Nursery and Secondary Schools** - St Paul's Academy and all primary schools in the cluster have been working closely to develop the curriculum. We have also been working with our colleagues in nursery and secondary to improve the transfer of information about pupil progress and support needs.
- **Early Intervention** - as part of the READ Project (Raising Early Achievement in Dundee) the school has been working to support pupils in the Early Years. This has been very successfully supported by our Early Years Practitioner.
- **Promoting Positive Behaviour and Attitudes** - a number of initiatives have been going on to develop positive discipline, raise pupil self esteem and encourage a positive attitude to achievement in the school. Our Being Cool in School programme has had a positive impact, with children encouraged to choose cool talk and cool actions instead of aggressive or weak ones. Restorative Approaches, Creative Approaches, Roots of Empathy, and Friends are just a few of the other personal and social development programmes which have been used to great effect in the school in recent years within our Health and Wellbeing Framework.
- **Home School Links** - Parents, Carers and Families play a key part in the education process. The school works hard to develop the links between home and school and to help families to become more involved in the education of their children.



Attendance

Attendance is clearly linked to attainment and to social development in school and we ask all parents to try to keep children's absences to a minimum. We also ask that children should be in school on time because latecoming can be very disruptive both to the child coming late and to others in the class.

If an unavoidable, unforeseen absence happens, eg due to illness, parents/carers are asked to contact us by 9am on the first morning of any absence advising that their child is to be absent and for what reason.

If a child is absent and we have not received notification of the reason, under Education Department Attendance Initiative procedures we will send an automatic text message to the main listed parent contact. This will be followed up by letter if we do not receive a response, and the School Community Support Service may be informed. This procedure helps us to be confident that your child is safe from harm if not in school. A follow up note on the child's return is also useful, too, in keeping accurate records. If your child is to be absent for any other reason eg an appointment, please let us know in advance.

If there is a problem with attendance because a child does not wish to come to school we ask parents to contact us so that we can together try to get to the root cause of the problem. The school holds regular attendance review meetings with the School Community Support Service and School Nurse and if any child's attendance is causing concern we invite parents into school for a chat to see if we can help. Ultimately, it is legally binding upon parents to ensure that their child/children attend school regularly and failure to do this can result in referrals to the Council's Attendance Management Group and even prosecution.

'A Guide for Parents about School Attendance' explains parental responsibilities with regard to children's attendance at school at <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Behaviour Leadership

All of our rules in school are related to the principle that everyone, child or adult, has:

- **the right to learn**
- **the right to be respected and**
- **the right to be safe.**

All of us have the responsibility to ensure that we allow others to exercise these rights. Treating others as we would wish to be treated is the Gospel principle underlying all of this. All school adults are committed to positive role modelling and positive behaviour leadership; we try to keep a No Shouting policy and to de-escalate any potential issues by using firm, low, respectful tones. We also try not to overcomplicate with too many unnecessary rules, and to explain clearly, in relation to these rights, why rewards and sanctions are being given. If punishments are required, these are applied with respect and always mindful of the dignity of the child.



High standards of behaviour are necessary if we are to achieve the educational and social targets which we set for all of our pupils. The school's behaviour leadership policy is regularly reviewed. We concentrate on the positive contributions youngsters make to school life and embrace the use of Restorative Approaches to issues which arise. This works on the basis that indiscipline almost always leads to relationship issues, and that it is important to restore these relationships to allow everyone to move on. Combined with a clear and consistent sanctions system (with certainty of consequence rather than severity being key), this approach has produced a very positive atmosphere in school which is commented upon (along with our children's excellent manners) by all who visit. It has also underpinned a dramatic fall in behaviour referrals to school leaders over the past few years and to a much more positive playground.

As well as applying any necessary sanctions/punishments discipline with respect, adults in school try to work through problems when they occur showing children that different actions could well have resulted in things turning out differently

Problems do happen in any school and in most instances these are dealt with in class by the teacher. It is only for serious and/or repeated rule breaks that children are referred to the Deputy Head Teacher. When this happens the matter may well be resolved internally although parents will be contacted and informed of events. Occasionally parents are asked to contact the school to make an appointment to discuss the issue. This gives all concerned a chance to come together in an attempt to resolve the problem to the satisfaction of all.

We know that bullying is a serious issue which can have a detrimental effect upon the learning and social development of any child. It can take many forms eg hitting, name calling, ignoring, threatening. **Bullying in any shape or form will not be tolerated and is unacceptable behaviour in St Clement's.** We take a zero tolerance approach to bullying. All allegations are taken seriously and we investigate these fully. We encourage children to report any incident of bullying to an adult. We try to create an ethos in school where pupils feel safe in reporting these things and are safe in the knowledge that steps will be taken to stop it happening again. A copy of the school's Behaviour Leadership and Anti-Bullying procedures is available on request.

'Building Curriculum for Excellence Through Positive Behaviour and Relationships' outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support at <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

'Journey to Excellence' - provides guidance and advice about culture and ethos. Find it at <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Breakfast and Out of School Clubs

St Clement's has a supervised Breakfast Club, held in school every morning during term time. Breakfast is served between 8am and 8.30am with supervised activities until 9am. The cost for this at present is 25p per day per child. Please contact the school in advance to check on available space, as this is a very popular service and there is an upper limit on numbers.

St Clement's also hosts an Out of School Club, affiliated to the Lochee Out of School Care Club, which runs every day from 3.15pm – 6pm. This facility is run by a managing committee of parents and is not directly affiliated to the school although we work closely together and the club uses a lot of the school's facilities. Again, advance registration is necessary and spaces are limited. Further information is available from the School Office.

Catchment Area

St Clement's R.C. Primary School was opened in 1958 and caters for children living in the Charleston area of the city of Dundee. The priority 1 boundaries for the school are:

West Boundary	By the centre of Myrekirk Road from South Road to the Kingsway
North Boundary	By the centre of Kingsway from Myrekirk Road to Liff Road.
East Boundary	From the centre of Liff Road to a point just west of Gray Street; then by a line just west of Gray Street, north of Wellgrove Street and west of Wellburn Street to South Road.
South Boundary	From Wellburn Street by the centre of South Road to Myrekirk Road.

Parents who live outside the above boundaries and who wish to enrol their child/children at St Clement's should contact Education Department Administration at Dundee House (address above).

Celebrating Success

Children's achievements, both in school and outside, are regularly celebrated in class and at whole school level. Assemblies, Star Pupil Awards and displays, Special Mention Awards, end of session awards, Wee Notes Home and many, many other methods are used to recognise successes. Children are also encouraged to record learning success in Learning Logs, e-Portfolios and the P7 Profile. We love hearing about out of school successes, too!

Information on Recognising Achievement, Reporting and Profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>



Class Organisation and School Day

For session 2012/13 the school has nine classes and the current role is 175.

The timings of the school day are:

Start	9.00am
Morning interval	10.30 - 10.45am
Lunch break	12.15 - 1.15pm
Closing time for pupils	3.15pm



From the start of the school session in August for the first three weeks Primary 1 children presently only attend the morning session. Parents are always informed well in advance of any planned early closures or in-service days when pupils do not attend school.

Parents/Carers complete a contact update form each August with the name of a relative or friend who lives close to the school who would be able to collect the child in the event of illness or early closure. We also ask that any changes in emergency contact details are notified to us as soon as possible.

In the unusual event of an emergency closure we contact each parent or named emergency contact. If we are unable to contact anyone, children be kept in school until the normal time.

Clothing Grants

If parents are in receipt of Income Support, Income Based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, Housing Benefit, Council Tax Benefit, Child Tax Credit or Working Tax Credit and have an annual income of less than £15,860, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their child/ren, up to the age of 16, to attend school.

The school clothing grant will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms are available from the School Office, Main Reception at Dundee House or downloaded from the Council website.

Curriculum

We deliver the Scottish 3-18 Curriculum for Excellence – within this, all Primary aged children have these entitlements:

- **to experience a curriculum which is coherent from 3 to 18** with well planned, joined-up learning within the 4 contexts of learning; smooth and well-paced progression in learning and smooth transitions year to year, and especially from nursery to primary, from primary to secondary and from secondary into work or further education.
- **to experience a broad general education (up to end of S3)** with the provision of experiences and outcomes across curriculum areas; active and engaging learning and teaching; assessment and learning supporting breadth, challenge and application; progression through the 4 CfE levels and achievements recorded in P7 and S3 Profiles.
- **to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing** with a focus on the world of work, enterprising activities and culture.
- **to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide.** This includes learners reviewing learning and setting goals; enrichment and challenge around additional support needs; learners identifying and planning opportunities for personal achievement and partnership working to support learners

All schools must therefore have in place planning to deliver the entitlements, a full programme of continuing professional development for staff; positive and distributed leadership, robust assessment arrangements, and an understanding of school improvement.

Information about the universal entitlement to support in Curriculum for Excellence is at <http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Information about how the curriculum is structured and curriculum planning can be found at <http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas is at <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice/practice/resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing can be found at <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>



Language and Literacy

Our school Literacy Strategy is structured to cover three main outcomes - listening/watching/talking, reading and writing – and to allow pupils to develop and apply these across the curriculum. A wide range of resources, within school and using our ICT network, is available for teachers to select to promote learning in language and literacy across the curriculum and to provide motivating learning contexts. These are tailored to meet specific pupil need. Early literacy is supported by the Read, Write Inc resource, and later on a wide selection of Novel Studies is drawn upon to provide opportunities for learning. At all stages a variety of books and extension materials are used to enrich and compliment the language programme to give the breadth of experiences children need. Interdisciplinary learning and topic studies provide the contexts for learning in many areas, supported by skills programmes in eg spelling, handwriting, grammar, comprehension, writing. The school has a well equipped library with quality furniture and books. Our books are catalogued and bar coded using an IT system which can be accessed from all classes. Every pupil has a bar code allowing them to take out two books at any time. Classes visit the school library weekly and also visit the Charleston Library regularly.

Mathematics and Numeracy

Maths is a problem solving activity based upon a body of knowledge. Learning and teaching in mathematics is contextualised where possible. Supported by the Heinemann Active Maths resource and a wide range of other materials teachers plan and deliver opportunities for active learning across the school. A new Maths and Numeracy Strategy is under development at present. The emphasis is upon basic number skills and practical mathematical skills and activities to equip youngsters with the necessary skills for life in the 21st century. Teachers also produce/select and use a wide and varied range of other materials and resources aimed at giving each child access to appropriate active tasks and learning experiences. Technology, including computers, calculators, programmable toys, digital cameras and many more devices are also used to promote mathematical learning.

Health and Wellbeing

This area of the curriculum permeates all that we do and is the responsibility of all staff in the school. Our PE programme is included, along with active schools activities and a Health Education programme for each class, supported by our Health and Wellbeing Assistant. All children receive two hours of quality PE per week, much of which is currently delivered during class teachers' non-contact time. As well as this 'standalone' framework, teachers cover elements of nutrition, drug education, relationships & moral education and personal safety in interdisciplinary topic studies within stimulating contexts.

Some Healthy Living Guidance is at <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Social Studies/Science/Technologies

Social Subjects includes the traditional subjects of geography and history. Developments in these areas are focusing on interdisciplinary studies, using motivating and real contexts which provide learning experiences with outcomes across many curricular areas. Integration with literacy, mathematics and numeracy, and health and wellbeing allows active, contextualised learning to take place along with the application of previously learned skills. While the acquisition of facts is an important part of learning, it is not in itself the end result. Through topic studies children are encouraged to investigate and to interpret the world around them both locally and further afield. This in turn allows pupils to make sense of their world and become responsible members of it whilst developing skills in many areas.

Expressive Arts

Music, drama, and visual art all play an important part in the learning and teaching we offer at St Clement's. These provide opportunities for expression and for personal search and help to build confidence in our learners. Teachers build arts experiences into their topic plans; on top of individual subject frameworks learning takes place in interdisciplinary studies. All of these areas are now delivered by class teachers, supported by an extensive CPD programme.

Additional arts and cultural experiences are provided through visiting theatre/music groups and regular one-off projects involving Dundee's extensive range of cultural experiences eg the Rep Theatre, the McManus Galleries and Discovery Point. The school regularly puts on shows / productions involving all our pupils.

Visiting Music Instructors in string and brass allow us to offer tuition to P4-P7 pupils (please note that there is an authority charge for this tuition).

Modern Foreign Languages

P6 and P7 pupils undertake learning activities in French once a week delivered by St Clement's staff.

Technologies (including ICT)

Information and Communications Technology underpins all learning in St Clement's and is a vital part of learning in the 21st Century Every classroom in the school has a PC linked to the Education Department Intranet and to the internet. Each classroom also has an interactive whiteboard and data projector. Teachers and children use the computer equipment in a wide variety of ways for teaching and learning.

Our ICT Suite is well equipped with PCs, an interactive whiteboard, a data projector and a scanner. This suite is timetabled so that every pupil has access to and hands on time working with computers and a variety of applications and programmes. The school also makes effective use of digital cameras and microscopes. We plan the use of ICT and the development of ICT Skills for every pupil. At present, ICT skills are greatly enhanced by specialised teaching during teachers' non-contact time.

Religious Education

St Clement's is an inclusive community in which we strive to nurture the Catholic faith in our pupils. Our Catholic beliefs and values underpin the distinctly Catholic ethos of St Clement's. There are set times for religious education but our faith, beliefs and values permeate all aspects of school life.

Our RE and Relationships & Moral Education frameworks are now based upon the recently published This is Our Faith national syllabus, which we are developing in partnership with schools across the Diocese. We are also starting to develop our framework for Relationships and Moral Education using the document God's Loving Plan, published in November 2012 by the Scottish Catholic Education Commission.

We hold whole school masses and services to which parents, parishioners and all friends of the school are warmly invited. As a school community we go to St Clement's Church to

celebrate Mass on holidays of obligation and on other occasions. A warm welcome is extended to all to join us. Children at Primary 4 stage are invited to receive the Sacraments of Initiation – Reconciliation, Confirmation, and First Communion – and preparation is carried out in school. Father John Muckardal is the Parish Priest of St Clement's and also the school's Chaplain, assisted by Father Rogi.

Under Section 9 of the Education (Scotland) Act 1980 any parent has the right to withdraw his/her child from religious education and observance. If you wish to discuss this further please contact the Head Teacher.

In St Clement's we are committed both through our ethos and through the wider curriculum to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This is undertaken in partnership with parents and takes account of the individual needs of pupils, parents and families.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values. It is a fundamental principle of our school that all involved in the life of St Clement's both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. Our statements of values and aims reflect this.

The Scottish Catholic Education Service resource 'This is Our Faith' supports learning and teaching in Catholic Religious Education: <http://www.sces.uk.com/this-is-our-faith.html>

Enrolment for Primary 1

Parents are informed via the local press of when children should be enrolled and the age limits for this. At the appropriate time parents of children residing in St Clement's catchment area can come to the school office with the child's birth certificate and proof of residence. All other requests should be made in writing to the Director of Education.



Any prospective parent is welcome to contact the Head Teacher to discuss enrolling their child. Please make an appointment via the school office. During the summer term, normally in early June, all parents who have enrolled their children will be invited to come along with them to open events in school where there will be an opportunity to see how a P1 class works and to meet with staff. A number of important points will also be covered at this time and we urge all parents to make every effort to attend. If however this is impossible for any reason, please contact the school office where a suitable time can be arranged.

Choosing a School: A Guide for Parents gives information on choosing a school and the placing request system at <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Extra Curricular Activities

All teachers in St Clement's run an extra curricular club as part of their contracted working time. This allows us to offer a wide variety of clubs which is supported by and added to by the work of our Active Schools coordinator, Mr Brash. Mr Malone, our Health and Wellbeing Teacher, coordinates this programme at present.

Every September our Primary 7 pupils go on a residential trip. The children learn how to live and interact socially with their peers and staff and take part in a variety of outdoor activities. Pupils start fundraising and saving in P6 so that the cost is spread out over a period of time and near to the trip a meeting of parents is held in school to discuss and work out the fine details such as pocket money, what to bring etc.

Throughout the year all classes undertake educational visits to a variety of places in and around Dundee. The school has developed a framework of important local places which all children will visit at least once on a school trip during their time in our school. These visits are structured to compliment the work being done in school and may last an hour, half a day or a whole day depending upon where it is. The school will often ask parents to contribute a small sum to help with the cost. Parents are informed in advance of any outing from school and asked to give their written consent at the start of the session. Without this, pupils cannot be taken out of school.



Our Boys and Girls Football Teams and Basketball team are run by school staff and play in their respective leagues and cup competitions and have weekly coaching sessions in school.

Parties are held for all children at Hallowe'en and Christmas.



Our P6 classes receive swimming instruction and have the opportunity to not only learn to swim but gain various certificates under the Scottish Swimmers scheme.

The school has links with the Sheltered Housing Complex in Craigowan Road. The residents receive an invite to the Christmas Nativity Play. Christmas hampers made up with donations from the children are distributed to many senior citizens in the local community.

Our Choir performs Carols every year in the Overgate Shopping Centre and in Tesco South Road.



Homework (Home Learning)

Lots of learning takes place at home without our input. The activities which parents/carers do, reading to and with children, talking to them about the world, visiting places and getting them actively involved, , encouraging their interests and all the many other things are very important to the children's development. If you need advice on what you can do at home to help and support your child's learning development, please ask.

Our main mantras on 'formal' homework are Read, Read, Read and Count, Count, Count! Reading and mental agility are the big skills which extra home practice can really help. We ask parents to spend a little time each evening listening/helping/encouraging their child/children to develop the reading habit and to develop mental counting skills.

Until children are fluent readers, we expect them to practice reading every night from material used in school. Once they are fluent readers, the choice of reading material is more personal but we do expect some reading to be done every night. That could even include newspapers, comics or magazines, although we really wish to promote a love of reading and nothing beats a good novel for this (on paper, e-reader, laptop, iPad, whatever).

In Primary 1-3 the total amount of homework should never exceed 15 minutes, and will consist mostly of reading and phonic work. By P3 there may be some written homework required and the time spent may, as a result, be slightly more.

In Primary 4-7 homework may include preparation for class work, private reading, preparation of information on general knowledge or current affairs, a topic related task such as model making, or, sometimes, 'catch up' work if a child has been absent or has not completed classwork for any reason. At P4-7 pupils will have more written homework which is normally set on an assignment basis where they must hand in a completed piece of work by a set date. We try to include elements of choice in set homework - Homework Activity Choice sheets are given out to add an element of personalisation and choice. Homework at the P4-7 stage should rarely take more than 30 minutes per night.

In all cases homework is well prepared in advance by the class teacher and no weekend homework is given.

To help with recording homework and with home-school communication, every pupil is given a School Diary. These are used to make notes of any homework due, record other important information and notes and give parents information re letters going home, holidays, in service dates. The diaries are full of useful items such as tables, the Dolch list (a list of the 200 most common words used in the English language), time lines, quotes, target setting sheets etc and can also be used by parents/carers to inform school of anything.

Health Care

Parents are asked to complete a questionnaire as part of Health Screening in P1 and P7. This may be followed up with a medical examination arranged by the School Nursing Service. Parents/Carers are asked to accompany their child/ren at these medicals and notification is sent out in ample time.

It is important that parents notify the school of any specific medical condition / difficulty a child may have as it could have direct bearing on his/her education and learning. Any information given to school will be treated in the strictest confidence but will allow us to be aware of and sympathetic to the needs of each child. Any medication to be given in school must be prescribed by a doctor and administration is governed by strict regulations. Parents/Carers are asked to visit the School Office to complete the required forms if a child is taking medication.

Should your child take ill at school every effort will be made to contact parents and/or the contact on the Emergency Contact form. If we are unable to do this for any reason your child will be cared for in school and sent home at the normal time. We will never send children home unless contact has been made. Where necessary an adult will accompany the child home.

Children should never be sent to school with any contagious disease such as measles or chicken-pox. If you are in doubt about the length of time a child should be kept at home contact the school, your G.P. or local health centre for advice.

We have access to the support and advice of a School Health Nurse and she can also be available to speak or work with parents/carers on request.



House System

This is the second year of our House System, which is working very well. It provides a focus for whole school target setting, for rewards and for social development activities in a 'vertical structure'. All children belong to one of the four houses - St Andrew, St Columba, St Margaret and St Ninian (all saints with a scots connection). Each house is led by a P7 Captain and a P7 Vice-Captain. All school adults are also affiliated to a house. House Points are awarded for positive behaviours, and these are totalled on a large display board. Termly House Challenges are also held. Our annual Sports Day in June is also organised in Houses. Points from all of these activities are put together with the winning House awarded a shield at the school's end of session Awards Ceremony.

Weekly House Time allows the children to get together to follow a programme of activities and to discuss whole school behaviour targets for the following week. A whole school target is set at a short assembly on Monday mornings, with extra House Points awarded for achieving this target. This has been a very successful adjunct to our behaviour leadership procedures and has helped to produce the very positive, supportive, community atmosphere enjoyed in school.

Instrumental Tuition

At present violin and brass instructors visit the school once a week to give lessons. Children are invited to apply for a place in Primary 4 and where there are more applications than places available the instructor will assess pupils to select those best suited to this discipline.

At present the cost of such tuition is £132 per full year. (There is a yearly rental charge for instruments of £83). Pupils are exempt from instrumental tuition fees if their parents are in receipt of a clothing grant and/or free school meals. Alternatively, pupils are exempt from instrumental tuition fees if their parents are in receipt of Income Support, Income Related Employment and Support Allowance, Income Based Job Seekers Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, Child Tax Credit or Working Tax Credit and an annual income of less than £15,860.

Insurance

The Authority is insured against its legal liability for accidental personal injury or loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability eg loss of or damage to personal items. Parents may wish to consider their own insurance arrangements.

Learning and Teaching



Active learning, with pupils encouraged to think and to develop learning skills, is core to learning and teaching in the school. The successful and research based Assessment for Learning has also proved to be very successful in involving children fully in planning and carrying out their own learning and in evaluating their success. Staff share intended learning and success criteria with the children and help them to self and peer assess their work. Teachers constantly evaluate their practices and look for strategies to enhance learning. This session we have commenced training in Cooperative Learning, a technique which is proven to improve attainment and children's sense of

themselves as learners. Active learning is promoted in all areas of the school and has made a big difference to pupils' engagement with their learning and to behaviour across the school. We are also placing a big emphasis on developing skills for learning, life and work in line with national expectations.

Information on Skills for Learning, Life and Work can be found at <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Meals

Meals are currently supplied from Charleston Primary, are of a consistently high quality and consist of a two-course meal. There are currently two sittings, one for P1-3 at 12.15 pm and a second at around 12.45 pm. for P4-7 (although that may change in the new building). The current price for a school meal is £2 (unless children qualify for free school meals as indicated below). A pre-order system for school meals has been introduced to try to ensure that all of the children get their

preferred menu choice each day – the children indicate their order choice (1 from 4) each morning and are then guaranteed that meal come lunchtime.

Free school meals are available to pupils whose parents are in receipt of Income Support, Income Based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit or in receipt of Child Tax Credit only and have an annual income of less than £15,860 or Working Tax Credit and have an annual income of less than £6420. The relevant application form is available from the School Office or the Education Department as is any further information required. Parents who do receive free meals for their children are notified well in advance by the school of the expiry date. When this happens they should re-apply as soon as possible to make sure their child/children continue to benefit from this.

Those pupils who bring a packed lunch to school eat these in the Dining Hall. In the interests of safety we ask parents not to give children glass bottles in their lunch boxes. Drinks cans are also actively discouraged.

For safety and nutrition reasons, we also actively discourage children from leaving the school at lunchtime unless they are going directly home for lunch. We do not approve of children going out of school to buy lunch at local shops, for obvious safety reasons, and we ask parents to support this.

Parental Involvement



St Clement's is your school, teaching your children, and it is only in partnership that we can provide an appropriate education suited to the needs of each pupil. It is a great privilege for us to be entrusted with the education of your young people and we try to fulfil our mission and service responsibly, with care and in partnership with our parents, who are always welcome at St Clement's. We actively encourage parents to be involved in their child's education, both in school and through home learning and should you wish to discuss

any aspect of this with the class or Head Teacher, we will be happy to arrange this. Please call at the School Office in the first instance to make an appointment as this will ensure that the relevant person(s) are free to see you.

There are many opportunities for Parents/Carers and family members to be involved in school life. Parents can volunteer to come into school to read to small groups of children, assist with non-teaching duties such as preparing workbooks, assisting with paints, organising fund raising, cooking, helping with outings etc. The list is endless. This is an ideal way to see at first hand how school life runs and what we as a school offer to our children and the community we serve, as well as to help with the children's learning. Parents are encouraged to join us for whole school assemblies, services in the church, and other school events. Parents are very supportive in helping out at fundraisers (eg Christmas and Easter Fairs) and organising Social Events (eg annual Quiz Night, Bingo evening). Monies raised are a big support to the school eg in subsidising our class outings and visits.



Reporting to Parents

Parents/Carers are welcome in school at any time, and have the opportunity to visit classes every Wednesday from 9 – 9.30am at our Wednesday Drop-In, and at our termly Open Afternoons. These are very popular and successful sessions. We are also happy to discuss pupil progress at any time, and regularly meet with parents/carers at their, or our, request if there have been any difficulties.

We formally report on progress to parents/carers once each term (four times per session) – meetings in September/October and March, Interim Reports at the start of December, and end of session reports in June. We also complete reports, with parental permission, as required by other agencies eg medical services, social services, Children’s Reporter. P7 pupils also complete a Profile which is shared with parents in June.

Appointments for Parent Contact Evenings evenings are given out well in advance and every effort is made to fit in with parents who have work and other commitments.

Children are encouraged to come with their parents to these meetings to discuss progress and any issues.

Parent Council

St Clement’s has a supportive Parent Council which takes a keen interest in school life and issues. Parent members are elected on a two year cycle and all parents are informed well in advance of any impending election. Parents of any child enrolled in St Clement’s may seek election to the Parent Council and further information can be had from any Parent Council member or from the school. Copies of the Council’s Constitution and Annual Reports are available on request from the School Office.

Parents are informed of the time, date and place of all Parent Council meetings and are more than welcome to sit in on these. Minutes of agendas for all meetings are posted on the Parent Council Notice board in the school.

The parent council can be contacted stclements@dundeeparentcouncil.org or via the school.

Parent Council Members for 2012-2013 are:

Emma Greasley	-	Parent Member and Chair
Paula Cameron	-	Parent Member and Clerk
Andrea Terroni	-	Parent Member and Treasurer
Tracey Gibb	-	Parent Member and Social Convenor
Hazel Marshall	-	Parent Member
Mrs L Dashwood	-	Staff Member
Mrs B Clark	-	Staff Member
Mr C Cardosi	-	Church Representative
Mr A Macgregor	-	Adviser

Parental Access to Information

The *School Pupil Record (Scotland) Regulations 1990* make provision for granting access by parents and pupils over the age of sixteen to manually maintained records held on pupils. Parents and pupils wishing to avail themselves of this service should submit their request on an application form which can be obtained from the school office.

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the Act for education authorities, Parent Councils and others at <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils at <http://www.educationscotland.gov.uk/parentzone/index.asp>

Parenting Across Scotland offers support to children and families in Scotland and can be found at <http://www.parentingacrossscotland.org/>

Policy

A wide range of policy statements and strategies are in place, adopting Dundee City Council policy, covering all aspects of work of the school. Policies are regularly monitored and reviewed taking account of various Local Authority and National documents and with Equality and Opportunity for all in mind.

Policy is constantly evolving, and we try to involve parents/carers, pupils and other partners in reviewing and developing how we work. Teachers work closely to these statements to ensure continuity across the whole school. If you need information on any aspect, please ask.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

Protecting Children

As one of Dundee City Council's professional services, the Education Department has an important responsibility in keeping the children and young people of Dundee safe from harm. This is an extension of the care and protection which you as a parent provide for your child and so we see our partnership with you as important in meeting that responsibility. Supporting us in this work are inter-agency agreements protecting children with our partners services in Health, Social Work Department and Tayside Police.

As a school we have a responsibility to act in the best interests of our pupils. This may mean using our city wide child protection procedures which will involve communicating with other agencies, taking immediate action and recording sensitive information in order to keep your children safe.

The school aims to work in partnership with parents but sometimes when there are concerns it may not be in the best interests of the child to have the parents/carers involved immediately.

If at any time you have child protection concerns about your child or any other child who attends this school, you are encouraged to talk about your concerns with a member of the school staff. It will also be useful for you to know that in every school, there is a specially trained member of staff who is the school's Designated Child Protection Officer. This person takes a co-ordinating role whenever a child protection concern for a child is reported. In St Clement's, the Designated Child Protection Officer is Mr Macgregor, the Head Teacher.

Alternatively, if you do not want to speak to School Staff, the number for Dundee City's Child Protection line is 307999.

Where concerns are expressed about a child, those concerns will be considered with our partner agencies in confidence to ensure that the child is kept safe.

Pupil Council



St Clement's has an active Pupil Council made up of representatives from every class, elected annually in an election process which includes a secret ballot. P7 House Captains and Vice-Captains are also Pupil Councillors.

Pupil Councillors bring items of concern, new ideas and initiatives from their respective classes and these are discussed with the HT once per month. The Council also discusses progress with the school's Improvement Plan, any plans for spending school funds, and lots of other matters.

Road Safety

The school has a clear Travel Plan which is currently under review in advance of the move to our new building. Please use this and the leaflet produced by the Dundee Travel Partnership to plan routes to school and drop off points.

There are a number of busy roads around the school and while we do regularly talk to children about the dangers of traffic, parents should also discuss. Road Safety talks are given in school and we participate in the Junior Road Safety Officers scheme, with two P6 children every year keeping Road Safety high on our agenda.

There are School Crossing Patrols at the Buttar's Street / Buttar's Road junction and at the Buttar's Loan / Liff Road circle. We actively encourage our pupils to use these patrols when crossing the road and also ask parents to set the proper example not only to their own children but to all by using these "Lollipop People" too. It may take a few more seconds to cross the road, but it could well save a life.

There are zig zags painted on the road outside the Buttar's Street entrance so please do not stop or park on these when dropping off or collecting children so that everyone can see clearly and cross safely.

Numerous delivery vans, staff cars etc currently enter and leave the school via the Car Park Entrance on Balgarthno Place and *for safety, we ask pupils and parents not to use this gate.*

During the demolition of the old school and construction of a new entrance and car park, there will be congestion around the school and we ask parents/carers and visitors to be especially vigilant during this period. There will also inevitably be an increase in traffic around the area as Camperdown Primary moves into this area with us.

School Improvement

Staff are committed to improving our school and continuously look at how we are doing, through self evaluation and the opinions of parents, pupils, other partners, the Education Authority and outside agencies such as Education Scotland Inspectors. The school has an Improvement Plan which guides all school developments and helps us to focus upon continuous improvement over a rolling three year period. All schools are implementing the new Curriculum for Excellence and in St Clement's that forms a large part of our development work. In St Clement's we try to involve parents and pupils through the Parent Council, the Pupil Council and other consultation events. We also try to keep parents fully informed of all developments we undertake.

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about Scottish youth award: <http://www.awardsnetwork.org/index.php>

Information on School Education statistics – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Transitions

Nursery - Primary 1

Primary 1 enrolments to St Clement's come from private and local authority nurseries and nursery classes in the West of the city. After enrolment, each child is visited in their own nursery prior to transition days. At these visits, St Clement's staff meet with nursery staff and parents to gather relevant information which is supplemented later on with Nursery Profiles. In May and June the new intake children visit the school twice and parents/carers get the chance to meet with school staff and each other.

P7 – S1

Once our pupils have completed P7 in St Clement's they are guaranteed a place at St Paul's RC Academy in Gillburn Road. Parents are informed of this in a letter in December each year, when they are also informed of the procedures for making a placing request for another secondary if that is their wish. There are excellent links between St Paul's, St Clement's and the other associated primary schools in the cluster, and these are constantly being strengthened as both schools work closely to ensure that the transfer from Primary to Secondary is as smooth as possible. An effective cluster transition programme is in place which all children take part in, even if they later make placing requests for other secondary schools. The transition process is enhanced for pupils who have particular additional support needs. These pupils are identified before the end of P6 and a variety of assessments are made and Transition Planning meetings involving teachers, Education Psychologists and Support for Learning staff from both schools are held during the P7 year. These close ties ensure there is continuity in each child's education during this very important part of their schooling. In the summer term P7 children visit St Paul's for three days, partly following a first year timetable, to allow them to become familiar with their new surroundings.

Within the School

Teachers take great care to record progress and to share information with colleagues at the end of each session so that all children can experience a smooth and supported transition into the next year of their primary education. This is enhanced by our developing use of the On Track with Learning Planning and Tracking tool which allows tracking of individual pupil progress through the curriculum.

'Curriculum for Excellence Factfile - 3-18 Transitions' provides information on the transitions children and young people will face throughout their education and beyond. Find it at http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

'Choices and Changes' provides information about choices made at various stages of learning at <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

Supporting Learning / Additional Support Needs

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children with additional support needs may, however, need additional support. After assessment, planning for their needs may be through one of three formal documents depending on the extent of the additional need: a Summary of Planned Interventions; an Additional Support Plan, or, for a very small number of children with significant and long-term additional support needs, a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health or social work staff.

In St Clement's, support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that individuals who require this extra help are given it. We are fortunate to have on our staff two Support for Learning Teachers and two Classroom Assistants who form a team which supports pupils who have additional support needs.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services of Mrs Linda Lennon, an Educational Psychologist from Dundee City Educational Support Services. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

As a parent / carer you can access a wide range of information with regard to additional support needs. The information is available both at school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following leaflets are available:

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation – Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has any other leaflets on related topics which might be of interest to you. If you cannot access the internet, please ask the School Office if you like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the amendments brought in by the 2009 Act to ensure the information is as up-to-date as possible.

Information on additional support needs is also available to you from outside Dundee City Council:

1. *Enquire – the Scottish advice service for Additional Support for Learning*

Operated by Children in Scotland, *Enquire* offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline – 08451232303
- an email enquiry service – info@enquire.org.uk
- an online enquiry service
- two websites – www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provides a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

2. *The Scottish Independent Advocacy Alliance Ltd*

The Scottish Independent Advocacy Alliance: is a charitable body under registration number SC033576. It offers a free of charge advocacy service which provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained from www.siaa.org.uk

3. *Scottish Child Law Centre,*

The Scottish Child Law Centre is a charitable body registered in Scotland (registration number SCO12741). It offers advice and support for families in regard of additional support needs.

Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

Transport

The Education Authority will provide transport for all school pupils living over two miles from their delineated area primary school. In these cases bus passes will be issued to pupils where suitable public transport exists and contract transport is arranged where no such service is available. Vacant seats on contract transport may be allocated to pupils who are not normally entitled to free transport.



Where a parent who resides less than two miles from the delineated area primary school considers that, on grounds of safety, the journey to school is unreasonable for his/her child to undertake, he/she may apply to the Director of Education for consideration to be given to the provision of transport. This applies only where no suitable public transport is available.

The special Sub-Committee (School Transport) of the Education Committee may also consider requests for transport involving exceptional circumstances.

Uniform

We ask our parents to support us by providing their children with the appropriate school uniform. Experience has shown that wearing uniform encourages children to take a pride in their appearance and their school and this in turn helps their attitude to school life in general.

A consultation exercise with parents and pupils is currently underway and will be complete by Easter as we try to tidy up our uniform policy. Currently, the official uniform is a navy skirt/pinafore or navy or grey trousers; a white shirt/blouse or school white polo shirt; a plain navy pullover/cardigan (not branded) or navy school sweatshirt, a St Clement's tie and black shoes (not trainers). In P7, a new uniform started two years ago at the children's request and consists of black or grey trousers/skirt, a white shirt/blouse, a navy or black pullover and a special P7 tie which is given to the children by the school.

The navy sweatshirt, white polo shirt and a navy fleece all have the school's name and badge embroidered on them and are available at cost price from the School Office. We also sell our own PE Kit consisting of school t-shirt and shorts and a school drawstring bag.

Data Protection Statement

Transferring Educational Data About Pupils

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions; acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What Pupil Data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his / her local authority, additional support needs including disability and English as an Additional Language (EAL) and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purpose, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGED, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to :

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGED works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SGED which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SGED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.