



EDUCATION AND CHILDREN'S SERVICES

St John's R C Primary School 2020-21

Information for Parents/Carers

FIFE COUNCIL EDUCATION SERVICE

WHAT WE STAND FOR

The Education Service in Fife plays a key role in taking forward the wider aims of Fife Council. As part of the Education and Children’s Services Directorate, our vision and what we stand for is “**Improving Life Chances for All**”.

THE VALUES AND PRIORITIES OF THE EDUCATION SERVICE



Our approach towards “**Improving Life Chances for All**” is founded on the values of Compassion; Ambition; Respect and Equality as we develop the capacity of young people to become:

- Successful learners
- Responsible Citizens
- Confident Individuals
- Effective Contributors

The four priorities of the Education Service are Educational Outcomes, Employability skills, Equity and Equality and Enhancing Opportunities for Vulnerable Groups and Individuals.

The themes supporting the 4 priorities are shown below.

Educational Outcomes focusing on	Employability Skills focusing on
<ul style="list-style-type: none"> ● Improving Outcomes for Learners including a focus on raising attainment in Literacy and Numeracy ● Developing Excellence in Learning and Teaching ● Building an excellent Curriculum 	<ul style="list-style-type: none"> ● Universal learning programmes to ensure all young people learn about careers and develop recognised employability skills ● Focussed programmes to ensure particular groups are guided towards specific careers, especially as they enter the senior phase ● Targeted programmes of learning to ensure we make effective provision for those most at risk of finding a negative destination when leaving school
Equality and Equity focusing on	Enhancing Opportunities for Vulnerable Groups and Individuals Most at Risk
<ul style="list-style-type: none"> ● Breaking the cycle of disadvantage including reducing the attainment gap ● Early Years ● Supporting children, young people and families 	<ul style="list-style-type: none"> ● In our focus on Educational Outcomes, Equality and Equity and Employability we will target our work towards improved outcomes for disadvantaged groups and those individuals most at risk

These priorities and themes and the associated actions are described in the Education Service Plan and are reflected in the work of the school.

The information contained in this booklet refers to the current school year and is accurate at the time of publication.

We hope this information will be helpful to you and will answer many of your questions about the school. Should you have any further enquiries, please do not hesitate to call in at the school where we shall be pleased to help you.

Dear Parent

Thank you for your interest in St John's RC Primary School.

This booklet is intended to give you practical information about St John's Primary. It also outlines the aims and values which contribute to our ethos of achievement and respect for all.

The staff of St John's welcome parental involvement and believe that a strong partnership between school and home will ensure the best possible education for all our children.

Our school uniform plays a very important part in our school ethos and in helping us to ensure the safety of our pupils. The distinctive blue sweatshirt/cardigan is easily identifiable both in the playground and on school outings. We have tremendous support from our parents for our Dress Code Policy and I hope that you will be part of that support.

We hope that you will choose St John's for your child and that you and your family will enjoy a fruitful and rewarding educational experience with us. However, should you have any queries or concerns please do not hesitate to contact the school to arrange an appointment.

Yours sincerely

Shona Munro
Headteacher



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 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 ETHOS

Mission Statement

As a Catholic school drawing our sense of purpose from Gospel values, we aim to provide a welcoming, encouraging and caring community. Each person is held in high regard and their dignity, worth and individuality is respected.

The curriculum is characterised by the highest standards of teaching and learning appropriate to the needs of all the children.

Christian values of patience, forgiveness and reconciliation should be evident in the personal example of staff in their approach to discipline and in their interactions with each other.

Working in close collaboration with parents and local Church communities the school strives to promote the spiritual, moral, physical, social and intellectual development of all pupils.

St. John's RCPS School Values

Faith

Respect

Kindness

Achievement

BUILDING

St John's is a denominational school serving the areas of Rosyth, Inverkeithing, Hillend, Dalgety Bay, Aberdour, Charleston, Limekilns, North Queensferry, Pitreavie Castle and the eastern expansion of Dunfermline.

Our current building was opened in 1988.

The school contains two main teaching wings built round three integral courtyards which lend a pleasing and spacious aspect to the teaching areas. There are currently 9 classes serving the P1-7 stages

There is a large gym/dining hall which is well designed and excellently equipped to cater for PE, Drama and assembly activities. There is a well stocked library of fiction and reference materials and also a withdrawal room for Music, Circle Time and ICT activities.

St John's has an excellent standing within the community and strong relationships exist with parents and families who are regularly invited to celebrate with us at assemblies, concerts, sports days, open days and fundraising activities.

Pupils and adults who have mobility difficulties can access all areas of the school.

CONTACT DETAILS

Headteacher: Shona Munro

Address: St John's R C Primary School, Heath Road, Rosyth, Fife, KY11 2BT

Telephone No: 01383 602432

Email: stjohnsrcps.enquiries@fife.gov.uk

School Roll (P1-7): 230

Other Information

Parental Concerns

Parents are very welcome to contact the school if they have any concerns or matters they want to discuss. Hopefully we can resolve most matters quickly.

Visits to the School

Parents are welcome to visit the school prior to enrolling especially if they are new to the area. Please contact the school to make an appointment.

NAMED PERSON

The Children and Young People (Scotland) Act 2014 includes making a Named Person available for every child, from birth until their 18th birthday (or beyond, if they are still in school). In most cases, the Named Person will not have to do anything more than they normally do in the course of their day-to-day work.

Most children and young people get all the help and support they need from their families, from teachers and health practitioners, and from their wider communities – the Named Person does not change these roles.

However, some families may need extra help and that's where the Named Person comes in. This means that the child and their family have a single point of contact who can work with them to sort out any further help, advice or support if they need it.

The Named Person for your child is Shona Munro.

SCHOOL HOURS

Morning: 9.00am

Interval P1-3/4: 10.20 - 10.35am, P5-7 10.35 - 10.50am

Lunch: P1-3/4 12.15 - 1pm, P5-7 12.35 - 1.20pm

Finish: 3.00pm

SCHOOL UNIFORM

The uniform of St John's RC Primary is:

- Black or grey trousers, skirt or pinafore
- White shirt and school tie or
- White polo shirt
- School sweatshirt or cardigan
- Appropriate dark coloured footwear

Items can be ordered online at www.border-embroideries.co.uk

SCHOOL CLOTHING GRANT

We can provide free school meals and a school clothing grant of £100.00 per child if you are on a low income.

To qualify for free schools meals and school clothing grant you must be in receipt of one of the following:

- Income Support
- Job Seekers Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Child Tax Credit only with annual income below £16,105
- Child Tax Credit & Working Tax Credit with annual income below £6420
- Support under Part VI of the Immigration & Asylum Act 1999
- Universal Credit including those with a take home of pay of up to £610 per month
- Long Term Incapacity Benefit (school clothing grant only)
- Widows Allowance if not in full time employment (school clothing grant only)
- Child Tax Credit & Working Tax Credit with annual income below £69,00 (school clothing grant only)

If you don't meet this criteria but your child is in P1-3, they can still receive free school meals. Free school milk will only be given if the above criteria is met.

ENROLMENT

Children who reach the age of 5 on or before 17 August 2020, must normally start school in August 2020. Children who reach the age of 5 after August 2020, but before 29 February 2021, may also start school in August 2020, though parents are not obliged to send their children to school until the first entry date after their fifth birthday.

Parents of children in either of these categories are asked to enrol their child at their catchment school before Friday, 31 January 2020.

Choice of School

Parents have the right to make a placing request for the school they wish their child to attend. This applies whether the child is about to start school or whether he/she is already attending primary, secondary or additional support needs school. Parents wishing to send their child to a school other than the catchment school should apply to the school of their choice as soon as possible and, in any case, before 15 March 2020. Parents must also enrol their child at their catchment school to ensure a place is available if a placing request application is refused.

Headteachers must provide information to parents on how to make a placing request for the school of their choice. In the case of children starting school for the first time 'Choosing A School – A Guide for Parents' is available online at www.scotland.gov.uk. Individual school booklets will be provided by the Headteacher of individual schools and can be accessed online at www.fifedirect.org.uk. School catchment areas can be accessed online at www.fifedirect.org.uk/catchmentchecker

SCHOOL YEAR 2020-2021

Term	Start Date	End Date
Autumn	Monday 17 August 2020 (teachers) Wednesday 19 August 2020 (pupils)	Friday 09 October 2020 (40 teacher; 38 pupil days)
Winter	Monday 26 October 2020	Tuesday 22 December 2020 (42 teacher; 41 pupil days)
Spring	Wednesday 06 January 2021	Friday 26 March 2021 (56 teacher; 55 pupil days)
Summer	Monday 12 April 2021	Thursday 01 July 2021 (57 teacher; 56 pupil days)

The above pattern provides for 190 school days, once the holidays and 5 in service days for teachers are deducted.

Holiday	Start Date	End Date
Autumn	Monday 12 October 2020	Friday 23 October 2020
Christmas	Wednesday 23 December 2020	Tuesday 05 January 2021
February	Thursday 18 February 2021	Friday 19 February 2021
Spring	Monday 29 March 2021	Friday 09 April 2021
May Day	Monday 03 May 2021	
June	Monday 07 June 2021	
Summer	Friday 02 July 2021	Friday 13 August 2021 (teachers) Tuesday 17 August 2020 (pupils)

In Service Days
<ul style="list-style-type: none"> • Monday 17 August 2020 • Tuesday 18 August 2020 • Friday 13 November 2020 • Wednesday 17 February 2021 • Thursday 06 June 2021

SCHOOL MEALS AND MILK

School meals are provided in all primary schools and meet the Scottish Nutritional Standards.

Meals are provided free of charge for all pupils in Primaries 1 – 3.

Your child can select two courses from:

Home Made Soup or Daily Dessert or Fresh Fruit

Plus

The Hot Dish of the Day or Filled Baked Potato or Salad

Plus

A Glass of Milk or Water And Unlimited Bread and Salad

The current cost of a school meal is £2.20 (from 1st April 2019 to 31 March 2020).

Dinner money is paid through the iPayimpact system.

SPECIFIC DIETARY REQUIREMENTS

Fife Council is committed to providing a school meal service to all pupils who require them and will provide a specialised dietary service for certain children through discussion between the child, parent/guardian, and the school. Special diets will be provided on the basis of

- Religious requirements
- Cultural/ethical reasons
- Therapeutic diets will be provided on the basis of Medical conditions (as recommended by a doctor or dietician.)

It is not possible to meet individual requests for diet unless they are based on the reasons above.

If the child is known to have an allergy to nuts/nut products then our Allergies – Policies/Guidelines should be read in conjunction with this policy.

SCHOOL MILK

Fresh chilled milk is available in all Primary Schools, and currently costs 24p per carton (from 1st April 2019 to 31 March 2020).

Money is paid via iPayimpact at the end of the term for the next term

WATER IN SCHOOLS SCHEME

All pupils have access to chilled water throughout the school day.

CURRICULUM

Fife schools follow Curriculum for Excellence, a national framework which is providing our children with learning experiences and opportunities to prepare them for learning, life and work in a changing world. Children learn actively in eight different curricular areas following a curriculum designed by each school to reflect their particular needs and circumstances.

All schools follow the same principles in designing the curriculum, aimed at ensuring that children have the experiences and opportunities to become –

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Literacy, numeracy and health and wellbeing are addressed throughout the curriculum and children's wider achievements are fully recognised and celebrated, reflecting the value given to wider learning and children's experiences out of school.

Children are fully consulted throughout their learning and in decisions about what they learn and how they learn it. There are opportunities throughout the school year for parents to receive information and be consulted upon the curriculum children are following, particularly in relation to more sensitive aspects of learning.

Religious and moral education is a core subject for all pupils attending primary and secondary schools in Scotland. Schools also provide opportunities for religious observance in order to promote the spiritual development of the school community. Parents can choose to withdraw their children from participation in religious education or religious observance. Parents wishing to do this should contact the headteacher. The school will make arrangements for pupils to participate in a suitable alternative activity.

Further information about the curriculum is available on the school website, and more general information regarding Curriculum for Excellence can be found at Parentzone (<http://www.educationscotland.gov.uk/parentzone>), a national resource developed by Education Scotland on behalf of the Scottish Government.

School Improvement Groups

All of our children are involved in shaping the future of St John's through their involvement with our School Improvement Groups which currently include:

Pupil Council, Eco Committee, Fairtrade, Health Promotion, Safe Travel to School, Rights Respecting Schools and Gardening.

- **After School Clubs**

There are many opportunities for pupils to take part in after school clubs. Details will be sent

out during the course of the year. Basketball, Coding Club, Choir, Running club, Dance, Football, ifit, and Karate are just some of the activities we have had on offer.

Parent Council

We have a very supportive Parent Council and all parents are welcome to join and put forward their views. Many fundraising events are held throughout the school session, the proceeds of which are very kindly donated to the school to support the transportation costs for trips and treats for the children.

ASSESSMENT AND REPORTING

Assessment

Broadly, across Fife primary schools two forms of assessment are used to support your child's development:

Summative assessment- which focuses on measuring current performance in terms of how successful the learner has been measured against national benchmarks, and formative assessment which gathers information about pupils' learning which is then used to help plan next steps in learning. Both types of assessment help teachers improve their teaching and the support they give to their pupils.

Summative assessment takes the form of standardised classroom based tests which measure how well your child is performing for their age and stage. Their purpose is not to compare your child with others but to provide the school with information to ensure that your child's learning needs are being addressed.

Formative Assessment is an integral part of your child's day to day learning and provides a range of information to support your child in moving their learning forward. This less formal assessment takes many forms including observing children's engagement in classroom tasks and providing individual feedback to pupils to support them in identifying their own next steps in learning.

Scottish National Standardised Assessments

As well as school based assessments we will be following guidance from Scottish Government and Education Scotland in assessing our pupils at P1, P4 and P7.

Reporting

In all Fife schools teachers' reports about each pupil's learning play an important part in providing useful feedback about learning, for parents and carers and for other teachers and adults concerned with the young person's learning, progress and achievements.

Effective, constructive feedback to parents should be clear, positive, specific, supportive and give an honest appraisal of pupils' progress. Feedback will be provided for parents at parents' meetings and in formal written reports. Formal written reports will be based on the personal learning planning and informal records that have been shared with pupils and parents regularly throughout the year. Reports provide an overall summary of progress, achievements and next steps in learning in line with Curriculum for Excellence.

Within our school Parent Evenings take place at the end of Term 1 (October) and at the end of Term 3 (March) during which parents have the opportunity for a 10 minute discussion with the class teacher.

A written report is provided in June at the end of the session indicating progress within Curriculum for Excellence, strengths and development needs.

INSTRUMENTAL INSTRUCTION

Children who show musical promise may qualify for instrumental instruction. The types of instrument offered by Fife Education and Children's Services are violin, viola, cello, double bass, clarsach, woodwind, brass, piano/keyboard, bass guitar, guitar, percussion, chanter and pipe band drumming. The type of instrument available differs from school to school and generally only one type will be available to children in a school.

There is a charge for tuition. The rate may be subject to change, but the current rate would be notified at the time of interview. This may be paid in instalments or by Direct Debit and concessions may be available.

Please tell the Headteacher if you do not wish your child to be considered for instrumental instruction.

ATTENDANCE

If your child is enrolled in school, you are legally obliged to send your child to school on a regular basis. To prevent any misunderstanding, please contact the school immediately if your child is not able to attend. Please send an explanatory note with your child when he/she returns to school; otherwise the absence will be recorded as unauthorised.

In occurrences of long term illness it may be possible for instruction to be given at home on a part-time basis.

HEALTH CARE

Should your child be taking medicine or have a medical condition which might affect his/her school life, it is essential that you notify the school of the condition and its implications. This information will be treated in strictest confidence to ensure the wellbeing of your child. Where necessary an Education Health Care Plan will be developed for your child in consultation with you and relevant health services.

Should your child become ill or have an accident while at school that requires medical attention, we shall:

- try to contact you by telephone, if this is possible, or arrange for a message to be sent to you.
- telephone the health service, if necessary, and arrange for your child to be taken by you or someone else nominated by you for medical attention.

From time to time children are offered a medical examination or review by the schools Community Paediatrician or School Nurse from the School Health Service. These can be either routine examinations carried out for all children, or where a health concern has been identified. As parent/carer you will be notified in good time so that you may be present if possible.

School Nursing Service

Each school has access to the school nursing service. If you wish to contact your School Nurse please speak to your school.

School Based Immunisation Programmes

All pupils will be offered to participate in The Scottish School Based Immunisation Programme that is led by Fife Health & Social Care Partnership in partnership with education.

Parents will be notified and invited to participate by the Centralised Immunisation Team when the age appropriate immunisation programme is to take place within their child's school.

CHILD PROTECTION

Our school, like all schools in Fife, is concerned with all aspects of a child's health and wellbeing. We aim to provide a safe and supportive environment and work together with other agencies to ensure that all children are safe and protected from harm. The school follows the Education and Children's Services Child Protection Guidelines in all aspects of Child Protection and Care and Welfare. Our school has a child protection co-ordinator (Shona Munro) who will deal with all child protection issues and with whom any concerns can be discussed.

TRANSPORT

Our current policy offers free home-to-school transport to primary school children who attend their catchment area school and live more than one mile from it and to secondary school children who attend their catchment area school and live more than two miles from it. Distances are measured by the shortest available walking route for an accompanied child. However, if you choose a school other than your catchment area school, the Council will not provide any assistance with the cost of transport.

SUPPORT FOR PUPILS

Some children require additional support to make progress in school. Such support takes a range of forms – extra consideration by their class teacher, use of IT to support learning, support from a Pupil Support Assistant, time with a support teacher and in a few cases an alternative placement to, for example an additional support needs class. In some cases help may be provided from services external to the school such as the Psychological Service or by the Supporting Learners Service.

If you are worried about your child's progress and think he or she might have additional support needs you can either raise this with school staff at a parent's evening or make an appointment to discuss this at another time. School staff will listen closely to all your concerns and together you can decide on the next steps. Ongoing support will be co-ordinated by the headteacher of the school.

Each class teacher will ensure learning needs are met in their class and be aware of any concerns about a pupil's wellbeing.

If you would like to know more about how additional support needs are identified and assessed please contact the headteacher of your child's school. Further information may also be available from the school's link Educational Psychologist and the Learning Support Teacher.

The Additional Support for Learning Act

If you are concerned that your child/young person has additional support needs you can request, by writing to your school, an assessment to decide if there are additional support needs. If your child has additional support needs which are long term and involve a number of services, you can ask for a coordinated support plan to be established.

Schools in Fife work in partnership with parents and aim to agree with you the best way forward for your child. Where agreement cannot be reached between you and the school, it may be helpful to involve an educational psychologist or education officer. The school may suggest this, or you can request such involvement. Where a disagreement persists, relating to additional support needs, you are entitled to free independent mediation.

You can also ask for independent adjudication for disputes about how the local authority is exercising its functions under the Education (Additional Support for Learning) (Scotland) Act 2004 as amended 2009. Additional Support Needs Tribunals can be accessed for disputes relating to Coordinated Support Plans, including placing requests where there is a CSP.

If you require further information about any of the above you can contact Alistair Haldane, Education Manager at Alistair.Haldane@fife.gov.uk or on 03451 555 555 Ext 444224.

Parents can also contact 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 – 0845 123 2303
- an online enquiry service – info@enquire.org.uk
- 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 factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN Scotland is a national, free and independent legal advice service for parents of children and young people with additional support needs and can support in relation to a dispute with the education authority.

Let's Talk can be contacted at letstalkasn@edlaw.org.uk or at 0141 445 1955.

Children and young people can also exercise their own rights to access an assessment of their additional support needs, access advocacy and support to resolve disagreements with their school or the education authority. To access this support, the child or parent can contact My Rights, My Say to make a referral, email help@myrightmysay.scot To find out more about the children's service by contacting our helpline on 0345 123 2303.

EQUAL OPPORTUNITIES

Fife Council's schools promote Equal Opportunities for all pupils. All schools take problems of bullying and racism very seriously, and have procedures for dealing with hate incidents and supporting pupils and parents.

PARENTAL INVOLVEMENT

We work closely with our parents to ensure the best possible learning experiences for our children and we welcome your support in attending educational excursions, Mass at the church, Sharing the Learning sessions, Parent Evenings, Open Evenings, concerts and fundraising events.

THE SCHOOL TO WHICH YOUR CHILD WILL TRANSFER

On completion of primary education the normal arrangement is for children to transfer to the catchment secondary school associated with their home address. However parents can make a placing request to attend a secondary school other than the catchment school and further information on how to do this is available in the booklet, Choosing a school – a guide for parents, which is available online at www.scotland.gov.uk/Publications/2010/11/10093528/0

SCHOOL IMPROVEMENT

School Improvement Priority 1:

Increase the quality of feedback in written and verbal form to support attainment in Literacy, Numeracy and closing the Attainment Gap

Over the last session staff have engaged in professional reading, professional dialogue, sharing

of excellent practice and a commitment to changing an area of their own practice to affect positive change. Staff have deepened their understanding of the importance of effective feedback, explored current research with in-school and cluster colleagues.

It is clear that the whole school teaching staff have made changes within their classroom practice

that enables them to facilitate effective feedback in a timely manner. All five highlighted priorities

that were identified as areas of improvement in September 2019 have shown significant increases in teachers' confidence in their ability to deliver feedback effectively across curricular

areas.

As a result of this work, ALL staff surveyed either agreed or strongly agreed that feedback is an

integral part of their classroom practice and is vital in supporting pupils identify and reach their own learning goals

Our pupils' views were also sought on what effective feedback looks like for them. The following

learning dialogues were vital in helping them articulate how they like to receive feedback. With the introduction of 'flip-up' criteria at the front of their writing jotters pupils were able to self-evaluate,

reflect on previous learning and be able to formulate their own next steps. P1 used a pictorial writing correction code to help them develop confidence in assessing their own work

School Improvement Priority 2:

Outdoor Education: To embed outdoor learning in our curriculum so that learning in the outdoor

environment becomes a reality for all our pupils.

Progress and Impact:

It was important to lift the profile of Outdoor Learning within St. John's and for all staff to take ownership of this important aspect of learning and embed it into their practice. The first priority was to include outdoor learning within Forward Planning with the Improvement Group collecting

examples and creating an outdoor learning overview for all curricular areas. In the spring we had a successful outdoor learning week which had a science focus. Activities and community links were developed for each stage with a focus on biodiversity and interdependence. Three members of the team worked on Early, First and Second Level to create resources and support staff throughout the week. All classes took part in the RSPB bird watch, collating this information and returning it to RSPB. Pupils were involved in making birdfeeders for the courtyard and developed an increased awareness of the diversity of nature around our school. In November two members of the team began working on plans for every stage with links to Literacy and Numeracy that will naturally lend themselves to outdoor learning. There are now learning plans established for our P4-P7 classes. During science week in March the group issued staff with lesson ideas to take the learning outdoors. In February contact was made with Dan Parker (Eat them, to defeat them) with kits being sent to EATS Rosyth for us to collect. In March we received Grow a Loaf seeds to plant from RHET. This was a successful activity with our P2/3 class taking on this challenge. We were in the process of arranging class visits to EATS Rosyth just before we entered the lockdown period. Many of the planned interventions were delayed due to the challenges that we faced due to COVID 19. Moving forward outdoor learning will continue to be actively encouraged at all stages.

School Improvement Priority 3:

Pupil Voice: To allow our pupils to be real participants in school self- evaluation and school improvements in teaching and learning

Progress and Impact:
Using 'How good is OUR school?' a survey monkey was created in November to collect the views and opinions of our pupils regarding learning and teaching in St. John's. A Pupil/Learning Council was reestablished and work began on creating a pupil friendly SIP wall. Information was gathered via Sapphire House, School House/Vice Captains and pupil friendly Feedback Graffiti walls. School House/Vice captains prepared PowerPoint presentations to give information to our Parent Council based on learning achieved during Term 1 & 2 House Huddles. Boxes were organised and given to each class to facilitate suggestions specific to learning and teaching. Each class has had a focus on Feedback through the Pupil Friendly Graffiti wall. Data was gathered to show where we currently are and this will be used to measure future impact. The plan was to revisit the pupil graffiti wall in May/June however due to the challenges we all faced in light of the national pandemic this was not achieved. During Term 2, a Pupil Voice

group was created: each class chose one person to be their representative. To begin with, the Pupil Voice group went round each class with a 'Suggestion Box'. This suggestion box could be filled with any ideas that children may have about possible improvements that could be made within school. This would then be taken to the Pupil Voice Group meetings to be discussed. This allowed all children a forum to share their opinions about what they think could improve the school and their class. Within Term 3, this was developed to focus attention towards teaching and learning. A set format of three questions was created for the pupil representative to ask their class. These three questions were to do with the classroom, school and the playground. On each of these sheets, there were two questions. These questions were 'What would you like to be different in the classroom/school/playground?' and 'How could we do this?'. In the next meeting, we discussed all the suggestions from each class from the sheets that they were given. At the end of this meeting, we decided to take one suggestion per category to work on before the next meeting. This empowered the learners as they were able to take responsibility for their class' suggestions. The process for each class representative to engage meant that classes had a good opportunity to discuss their learning and teaching experiences, consider what is working well and make suggestions for what could be developed. This promoted effective discussions around learning and teaching/ school experiences and allowed pupils to have their say regarding improvements. The benefit of this is that it allowed all pupils to be part of the discussion process and ensured that they could see their suggestions being taken forward within their own class or the wider school. After sharing suggestions with the Pupil Voice group, the upper school children from the group then organised a meeting with the HT to discuss some of the school/playground suggestions that had been proposed. Following this discussion, a new water cooler was organised for the upper school. During the QI visit, some children were asked to be involved in a pupil focus group to discuss how feedback is given within their own class. This allowed the children to discuss their learning with other teachers from around the cluster and share the strategies that have been successful in supporting their learning. All classes were asked to complete a feedback graffiti wall. This again allowed the children to

discuss

their own learning and what improvements could be made in terms of how feedback is given within their

classroom. Each class chose one aspect that they could work on until the end of the year.

This was also

a focus within the cluster to see how we as teachers could enhance teaching and learning through

addressing the feedback elements from the graffiti wall.

A new initiative for this year was for the P7 House Captains to be involved in a Parent Council Meeting.

During this meeting, each House/Vice-captain team created a PowerPoint to discuss what their focus was

for the year. They talked about what they were hoping to do and what they had done so far.

This was a

good opportunity for the house representatives to share the learning priorities that were taking place in

the House Huddles. Within the year, each house had an opportunity to present at assembly about what

they were doing in House Huddles. For example, Sapphire House presented about the Mary's Meals

campaign, 'Copper's for Kids' and Emerald House shared their ideas for anti-bullying. This allowed the

whole school to understand other initiatives and to learn how they could be involved with them.

Aspects of 2019/20 that we are most proud of:

- This academic year was unlike any other we have experienced. All staff have become more personally skilled in the use of digital technology to support learning through the use of Microsoft TEAMS.
- Children across all levels used and are continuing to use ICT more frequently and more effectively which supported high levels of engagement with learning at home.
- The school was proactive in supporting engagement of pupils at home through phone calls, supporting IT issues and following up parental concerns
- We made and continue to make, good use of our twitter account to celebrate the work of our children and families
- We worked hard to ensure that our school community remained connected when we were asked to stay apart through weekly newsletters, teachers having dialogues through posts and emails with children regularly throughout the day, tweets, the use of video clips and virtual assembly SWAYS.
- Overall within online learning there was a positive engagement across all stages. Engagement, using the June data, in any form was at 87.2%. This was broken down into 77.2% online and 10% having work emailed or learning packs delivered.
- PE, Health and Wellbeing have become a major influence in the life of St. John's as is evidenced through our successful application for the sportscotland Gold Award.
- Our pupils took part in many and varied sports festivals and competitions organised by Fife Active Schools and West Fife Sports Council prior to March 2020.
- Our House Groups were involved and responsible for school improvements, such as Rights Respecting Schools, Eco Schools, Sports Scotland Award and a Charities Group.
- Our P5-P7 pupils had the opportunity to join the school choir and enjoyed performing both in school, for the local community in various celebrations and concerts and the wider

community with our partnership with Her Majesty's Royal Marine Band. The choir is inclusive and welcomes all pupils. It builds confidence, resilience and develops friendships beyond their own stage.

School Improvement Plan 2020/21

Focused Priority 1

Recovering our school community/ Enriching our home learning / blended learning approaches/ICT

Focused Priority 2

Promoting the wellbeing of our school community

Focused Priority 3

Learning, Teaching & Assessment/ Closing attainment gaps/ Increasing attainment

SCHOOL POLICIES

For more information about Fife Education and Learning policies please go to www.fifedirect.org.uk/keypolicies

The school has a full range of policies which are available on request.

DATA COLLECTION

Fife Council collects information on pupils, parents and other carers to enable the provision of educational and other support services including personal data, contact details, pupil's attainment records and health information.

We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Sometimes the best way is by sharing information with our partner agencies including NHS Fife, Fife Constabulary, Careers Scotland and the Scottish Government Education Department. These agencies have a responsibility to protect children, young people and vulnerable adults and sharing information between agencies helps to do this. Examples include: the provision of dental services, immunisation programmes and road safety campaigns.

The benefits of data sharing.

Sharing information between partner agencies ensures integrated service provision which provides a positive contribution to the safety and well-being of children and young adults.

Data sharing helps:

- protect children and young people from suffering harm, abuse or neglect;
- ensure children and young adults with additional needs get the services they require;
- enable pupils to achieve their academic potential and attain their goals;
- plan future services

What information can be shared?

Information collected through enrolment forms or provided by parents and other carers will be held on computer systems and used within Fife Council for the purposes of furthering education and training, pupil care, career guidance, health monitoring and Parent Council elections and advice.

Information will be shared with partner agencies when there are clear concerns about the care, safety and welfare of children, young people or vulnerable adults and to aid careers planning. If you have any questions or comments on the information we share please contact David Smith, MIS Team Leader at education.data@fife.gov.uk

Personal data **will not** be shared out-with the above circumstances and information will not be disclosed to any third parties except where permitted or required by law or where informed consent has been received. The uses of the information are covered by the Council's registration under the Data Protection Act 1998.

WANT MORE INFORMATION?

Further information on Fife Council's use of data and the Data Protection Act 1998 can be found on Fife Council's website www.fifedirect.org.uk

SEVERE WEATHER CONDITIONS

Unless specifically advised, schools will remain open during periods of severe weather. It is vital that parents/carers ensure that schools have the means to contact them should this position change. Decisions to close will be made as early as possible.

To be kept up to date with closure information:

1. **By text or email through Fife Direct** – Notification of a school closure is done by schools through Fife Direct. To sign up to receive text or email alerts, please enter your contact details via www.fifedirect.org.uk/alerts, click on Alerts and under Alert Services click on [join fifedirect](#).
2. **By text or email through your school** – Make sure that you have given your up to date mobile number and email address details to the school so that they can contact you via Groupcall. These messages will provide supplementary information to the above.
3. **Visit** www.fifedirect.org.uk/closures. Also, check the website of your own school.
4. **Follow-us** on [facebook.com/fifecouncil](https://www.facebook.com/fifecouncil) and twitter.com/fifecouncil.
5. **Listen** to Kingdom FM, Forth One and Tay FM.
6. **Check TV** on Sky channel 539, press red or Virgin channel 233, press red.

Please note: If your child moves school or attends more than one establishment, you should amend the school details on your account in Fife Direct to ensure you receive information from the correct school.

Schools also circulate severe weather information for parents and carers at the start of the winter term. This may be added to their websites, shared through email or text messages and/or distributed via school bag mail drop.

ALTERNATIVE FORMATS

The information included in this document can be made available in large print, braille, audio CD/tape and British Sign Language interpretation on request by calling 03451 55 55 00

Calls cost between 3p to 7p per minute from a UK landline, mobile rates may vary.

BT Text phone number for Deaf people 18001 01383 441177

LANGUAGE LINES

এ নথিতে যেসব তথ্য আছে তা 03451555599 এ নাম্বারে ফোন করে অনুরোধ করলে বড় ছাপা, ব্রেইল, ওডিও সিডি/ট্যেইপ ও ব্রিটিশ সাইন ল্যাংগুয়েজ ইত্যাদি মাধ্যমে পাওয়া যাবে।
কলের জন্য ইউকে ল্যান্ডলাইন থেকে খরচ হবে প্রতি মিনিটে ৩পি থেকে ৭পি, মোবাইলের খরচ ভিন্ন হতে পারে।

عند الطلب، يمكن توفير المعلومات الواردة في هذا المستند في صورة مستندات مطبوعة بأحرف كبيرة ومستندات بطريقة برايل وعلى أشرطة/أقراص مضغوطة صوتية مع الترجمة بلغة الإشارة البريطانية من خلال الاتصال بالرقم 03451 55 55 77
تتراوح تكلفة المكالمات بين 3 إلى 7 بنسات في الدقيقة من أي خط أرضي في المملكة المتحدة، وقد تختلف أسعار المكالمات بالهاتف المحمول.

如果你需要以大字體印刷、盲人點字、光碟/錄音帶格式或英國手語傳譯說明這份文件的內容，請致電 03451 55 55 88 提出要求。

用英國電訊固定座機撥打上述電話號碼收費每分鐘 3 至 7 便士，以手機撥打收費各異。

Informacje zawarte w tym dokumencie mogą zostać udostępnione w wersji drukowanej dużą czcionką, w alfabecie Braille'a, w wersji dźwiękowej na płycie CD/taśmie lub w tłumaczeniu na brytyjski język migowy – prosimy o kontakt pod numerem 03451 55 55 44.

Koszt połączenia wynosi 3-7p za minutę z brytyjskich telefonów stacjonarnych, koszty połączeń z telefonów komórkowych mogą być różne.

ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਟੈਲੀਫੋਨ ਨੰਬਰ 03451 55 55 66 ਰਾਹੀਂ ਮੰਗ ਕਰਨ ਉੱਤੇ ਵੱਡੇ ਅੱਖਰਾਂ, ਬ੍ਰੇਅਲ, ਆਡੀਓ ਸੀ.ਡੀ./ਟੇਪ ਅਤੇ ਬ੍ਰਿਟਿਸ਼ ਸਾਈਨ ਲੈਂਗੂਏਜ ਦੇ ਅਨੁਵਾਦ ਵਿਚ ਮੁਹੱਈਆ ਕਰਾਈ ਜਾ ਸਕਦੀ ਹੈ।

ਯੂ.ਕੇ. ਲੈਂਡਲਾਈਨ ਰਾਹੀਂ ਕਾਲ ਕਰਨ ਦਾ ਖਰਚਾ 3 ਤੋਂ 7 ਪੈਨੀਆਂ ਪ੍ਰਤੀ ਮਿੰਟ ਹੋਵੇਗਾ, ਮੋਬਾਈਲਾਂ ਦੇ ਰੇਟ ਵੱਖਰੇ ਵੱਖਰੇ ਹੋ ਸਕਦੇ ਹਨ।

03451 55 55 66 پر درخواست کرنے سے اس تحریر میں دی گئی معلومات بڑے پرنٹ 'بریل' آڈیو سی ڈی/ٹیپ پر اور ترجمانی والی برطانوی اشاراتی زبان (برٹش سائن لینگویج) میں مہیا کی جاسکتی ہیں۔

کسی برطانوی لینڈ لائن سے فون کے نرخ 3 تا 7 پنس فی منٹ ہیں' موبائل کے نرخ مختلف ہوسکتے ہیں۔