
Welcome to Woodside School



School Handbook August 2015

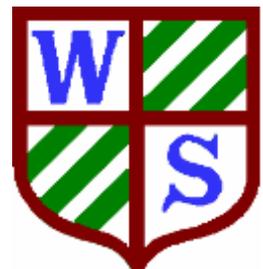
Woodside School

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Welcome to Woodside



All staff at Woodside extend a warm welcome to all new pupils and their families.

We are fortunate to have very talented staff who work together to ensure that the needs of all of our pupils are met. We routinely work with families, partners and pupils to evaluate the work of the school and set a clear agenda for further improvement. This culture of self-evaluation ensures that we continue to provide the very best experiences and opportunities for all of our pupils.

This booklet contains information which it is hoped will prove useful to all parents/carers and pupils of Woodside.

This booklet should be read in conjunction with:

‘Choosing a School – A Guide for Parents’– Scottish Information Office, SOEID (1990)

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1.0 Welcome from the Head Teacher

On behalf of the staff, pupils and parents I would like to welcome you to Woodside School.

Our aim is to provide an environment where our pupils are happy, healthy and are given a high quality education which allows them to achieve their full potential. We embrace the values of Curriculum for Excellence which are wisdom, integrity, compassion and justice and promote them through our House System.

Woodside School offers a unique primary experience for our pupils as we aspire to provide high quality mainstream education for around 360 P1-7 pupils and 80 nursery pupils. We also take pride in our ability to support those children with additional support needs. We are committed to providing opportunities for inclusion that meet the needs of all of our pupils.

It is our belief that children learn best when there is close co-operation between home and school and we value parents/carers as partners. We offer opportunities for you to be involved in school life and we are appreciative of your support.

School staff use their expertise to develop programmes of work suited to their pupils' needs and abilities. Pupil progress is assessed on a regular basis and programmes of study are monitored and evaluated to ensure we are providing learning experiences of the highest quality.

Staff are committed to their own self-evaluation and continuing professional development. We all regularly take part in professional development courses to enhance our knowledge of current educational philosophy and good practice.

We look forward to working in partnership with you. We encourage parents to get in touch with any queries. Please don't hesitate to contact me if I can be of any assistance to you at any time by calling me on 484778 or e-mail me either on the school e-mail woodside@aberdeencity.gov.uk or on alcook@aberdeencity.gov.uk and I will endeavour to reply to any queries promptly.

Mrs Alison Cook
Head Teacher

2.0 Parents as Partners

We value effective partnerships with parents and look forward to working with you over the coming years.

Over the last few years we have worked hard to increase the opportunities for you to be involved in the life of the school and support your child's education. We are constantly looking for ways to improve our partnerships so please pass on any ideas of how we can support you. Some of the opportunities we currently provide are to:

- Contribute to Learning Journeys which are used to assess your child's progress in Nursery.
- Hear of how we are implementing Curriculum for Excellence through a range of curricular events over the course of the year during the day, over an evening and by being welcomed into the classes for children to share their learning
- Engage in the Personal Learning Planning arrangements for your child where they are encouraged to set/review short targets for themselves over a few weeks
- Attend parents evenings where you will have the opportunity to hear how your child is progressing in their learning
- Receive a formal report on progress in April /May
- Engage with planning approaches to learning by contributing to working groups of parents representing the parent forum
- Reviewing our school aims to ensure that we remain aspirational
- Join staff to set Individual Education Plan (IEP) targets when we are working to overcome a barrier to learning
- Become a member of the Parent Council and meet with the Head Teacher termly on strategic matters
- Become a member of the Friends of Woodside (PTA) to provide experiences for the children
- Feeding into the school audit and improvement plan by helping us identify what is working well and what should be improved
- Volunteer your skills to support the school by registering as a parent helper

PARENT HELPERS

We invite parents/carers to become involved in the life of the school through helping out in school or accompanying classes on trips and outings. It is a legal requirement that all adults working with children must undergo a PVG check. This usually takes only a few weeks and there is no cost to the parent/carer. Forms are available from

2.1 Welcome from the Parent Council and Friends of Woodside

Woodside Parent Council is keen to help you and your child as much as we can in settling in to the school and our community.

The Parent Council is an active group of parents with whom the Head Teacher consults on strategic issues. You can get in touch with us by sending a note into the school office marked for the attention of the Chair of the Parent Council. We have a Facebook page (Friends of Woodside Primary School) and noticeboards in the playground and school foyer where we regularly post information and, of course, feel free to approach any Parent Council member.

We have fundraising and social events that go on periodically throughout the year. The Friends of Woodside provides a vital role in organising these for the school, so if you have any good ideas or wish to become a member of this group then please get in touch. Please look out for dates of our regular meetings on the school website.

We look forward to meeting you and personally welcoming you to Woodside.

Best wishes,

Friends of Woodside

Further information on effective partnerships with parents is available at –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>



2.2 The school

The school, a listed granite building built on two levels, is situated in the Woodside Area of Aberdeen City. A school was first established in this area in 1837 with the present building built in 1890 and 1904. Extensive alterations were made to the building in 1957 and refurbishment of the infant, middle and upper school areas was completed in August 2000.

The school has always played an important part in the community life in Woodside and, although Aberdeen has expanded tremendously, the area of Woodside still maintains its own identity.

We celebrate the diversity of the school population and promote inclusion whenever possible.

Our Nursery runs four sessions, two in the morning and two in the afternoon. Each session has places for twenty children.

We have over 25 permanent teachers including two Additional Support Needs (ASN) teachers. Both help us ensure that children receive appropriate support and challenge. We have visiting specialist teacher of P.E. and access to a range of gifted musicians who teach our pupils to play a variety of instruments and singing.

We are fortunate to employ skilled Nursery Nurses and Pupil Support Assistants who are deployed on a needs basis throughout the school and their support is invaluable in helping us meet individual needs.

The school is very well resourced and has well utilised general purpose areas. We take pride in working to provide innovative resources and approaches to engage our pupils in the learning process and make our approach to teaching and learning enjoyable!

The children site our school grounds as one of the key strengths of the school with a generously proportioned playground and separate playing field.

2.3 Staffing

HEADTEACHER

Mrs A. Cook

DEPUTE HEAD TEACHERS

Mrs E. Page (P4 – 7)

Mrs A. Barber (Nursery – P3)



TEACHING STAFF

Mrs S. Blair

Miss C. Blackman

Miss W. Bruce

Miss I. Clarke

Miss L. Clark

Miss D. Cunliffe

Mrs D. Davidson

Miss J. Linton

Mrs. M. Lawman

Miss D. Munro

Miss L. McGlashan

Mrs E. Page

Miss C. Reid

Mrs F. Rooke

Miss S. Roy

Miss A. Smith

Mrs F. Strang

Mrs H. Tait

Miss L. Thomson

Miss A. Verling

INCLUSION TEACHING STAFF

Mrs F Humphries

Mrs G. Matheson

NURSERY NURSES

Mrs A. Christie Ms K. Gammack

Mrs T. Reid Mrs S. Innes

Mrs. P. Robertson Ms F. Sangster

PUPIL SUPPORT ASSISTANTS

Mrs M. Addison

Mrs P. Cormack

Mrs K. Duncan

Ms F. Henderson

Mrs G. Leputa

Ms D. Massie

Mrs H. Mathieson

Miss S. Murphy

Mrs G. Mutch

Mrs G. Reid

Mrs S. Tawse

SCHOOL ADMINISTRATOR

Mrs J. McPherson

SCHOOL SUPPORT ASSISTANT

Mrs C. McGuigan

JANITOR

Mr A. Mitchell

3.0 Our Vision and Aims

We routinely consult with pupils, staff, parents and the wider community in order to review our aims to ensure that they meet the needs of our school community and continue to be ambitious.

Any comments on our aims are gratefully received.

Our vision:

At Woodside School we are committed to creating a learning community where everyone is encouraged to be an effective contributor, a successful learner, a confident individual and a responsible citizen.

Our aims:

To be an Effective Contributor:

- We aim to promote a supportive partnership within the whole school community
- We aim to create an enterprising ethos with opportunities for initiative and leadership

To be a Successful Learner:

- We aim to provide opportunities which will challenge and motivate each individual to reach high standards of achievement
- We aim to create an openness to new thinking and ideas

To be a Confident Individual:

- We aim to promote within each individual, self-respect, secure values & beliefs and a sense of well-being
- We aim to encourage individuals to make independent and informed, balanced decisions

To be a Responsible Citizen:

- We aim to encourage in everyone a respect for others.
- We aim to develop within everyone a commitment to participate responsibly in issues affecting the local and wider environment

The aims will be fully reviewed again in session 2014/15

4.0 Our Ethos

Woodside School is committed to providing high quality learning opportunities for all. High but attainable standards of work and behaviour are expected and by showing concern for the well being of the individual, we aim to foster a happy and safe environment. We value positive attitudes, praise and encouragement. We seek to maintain a partnership with pupils, parents and the wider community through effective communication.

It is our aim to provide a welcoming, bright, friendly, ambitious and safe environment for our pupils where they are challenged to learn in different ways and enjoy the learning process.

We have developed a House System where pupils are encouraged to work collectively to gain house points under the values of Curriculum for Excellence, integrity, wisdom, justice and compassion and we routinely develop our pupils appreciation of these values through assembly and house challenges. Our houses have house captains who help to support the children within their house and work with the head teacher to develop our house system.

We highly value the opinions of our pupils and aim to develop a number of pupil voice groups to help them improve their school.

We aim to raise awareness of global issues through assemblies working with business and church groups to develop global citizenship.

We celebrate 'good news' and wider achievements regularly at our weekly assemblies.

In school all children are encouraged to follow the 'Woodside Way' and to treat each other with respect.

Further information on promoting positive behaviour and a positive ethos is available from –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>



5.0 Quality Assurance

Through an on-going process of self-evaluation the school strives to assure quality in the provision of a broad and balanced education appropriate to the needs of the children. Many approaches are used to determine areas of good practice and areas to be developed including:

- Monitoring classroom practice
- Teachers visiting other classes at Woodside and beyond
- Monitoring forward plans and records of work
- Asking parents to comment via survey/consultation
- Sampling jotters and having focused conversations with pupils and staff
- Quality assurance visits by the local authority
- Quality assurance visits by Education Scotland
- Quality assurance visits by the Care Inspectorate

The school completes detailed audits on a yearly basis. The results of the audits feed into the school improvement planning process. The priorities that are identified in school are shared with the school community. Parents, community and pupils are given the opportunity to also feed into the improvement planning process to make sure that our priorities reflect the needs of the entire school community. The Parent Council are active partners in the process of improvement planning.

A yearly standards and quality report is produced that details the work and progress of the school, this can be accessed online on our school website..

A comprehensive list of school policies will be made available on the school website. Any questions/suggestion related to school policies should be directed to the head teacher by e-mailing her at alcook@aberdeencity.gov.uk Hard copies can be requested through the school office.

6.0 The School Day

The school day begins at 9am for all children. Children, with the exception of those in the two Nursery classes, should line up outside in the playground and will be collected by class teachers. Nursery children should be accompanied into the Nursery cloakroom and be signed in by a parent/carer and signed out as they leave at the end of the session.

The children have a brief interval at 10.30. All children have an hour for lunch. Lunch is served for P4 – 7 children from 12.10pm and for P1-3 children from 12.30pm. All primary children finish at 3.00pm.

All school gates are open in the morning to allow the children to enter the playground. At 10.30 – 10.45am all gates are locked whilst the children are playing. The gates are open at lunchtime to allow parents to access the school nursery.

We ask that parents who require to collect their child from the main entrance/school office do so in person so that children are not heading into the car park unsupervised.

The two nursery sessions run from 8.30am – 11.40am and from 12.25pm – 3.35pm.



7.0 Admission

Parents who wish to enroll their child at Woodside School or Nursery should make an appointment to meet with a member of the Senior Management Team by contacting the school office on (01224) 484778. You will be shown around the school and we will explain how we work to meet the needs of our pupils.

All parents are asked to complete a placing request. When the authority agrees to the placing an admission form is required prior to your child being admitted to Woodside School. The authority will outline at the point of making the request when you can expect to hear of the outcome. They will also explain the appeals procedure to you. Members of the Senior Management Team (SMT) are happy to answer any queries or concerns you may have.

Admission for children with additional support needs works slightly differently. The Educational Psychologist who currently works with your child will be able to advise if Woodside is a suitable placement for your child. If you are keen for your child to attend Woodside an application will be produced by your child's current school and this will be taken forward to an admissions panel. If places are available and the admission panel agree that your child's needs will be best met at Woodside, a place will be offered. You will be sent a letter confirming a place and a member of the management team will contact you to make arrangements for admission. Induction for children with additional support needs will be agreed on an individual basis to make sure that your child settles quickly and easily.

Further information of choosing a school can be accessed from –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide to school attendance which explains parental responsibilities with regard to children's attendance at school is available from the Scottish Government –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

8.0 Class Groupings

The Nursery classes consist of a group of 20 children who are 3 and 4. The children are well supported by Nursery Teachers and Nursery Nurses. Mrs Barber, Depute Head Teacher (Acting) supports the Head Teacher, Mrs Cook in managing the Nursery.

In Primary 1 there are a maximum of 18 children, in Primary 2 and 3 a maximum of 30 and the remainder of the Primary classes can potentially cater for up to 33 children.

Some children may be in a composite class. Composite classes cater for children from two year groups but can have no more than 25 children. In real terms, every class has a number of ability groups and teaching staff match learning experiences to prior knowledge and ability. Children who are in a composite class are not disadvantaged in any way. The smaller class size allows the teacher to work more often in a small group or 1-1 situation.

Children are given challenges that are appropriate to their needs and the direction that each child takes in their learning is negotiated between the class teacher and the SMT. It is crucial that pupils are given an appropriate challenge to ensure that they feel confident in their abilities and have a strong sense of achievement.

The children are taught in a range of groupings, class, small group, pairs and individually. All children have access to the supports available in school and may work with our SFL teachers, inclusion teachers or members of the SMT. Please feel free to ask the SMT for any further information on the supports available both in school and through the authority.

Children with additional support needs who are allocated time in our inclusion rooms 1 or 6 are taught either in small groups or individually. The children are given opportunities to access mainstream classes when appropriate. There are no hard and fast rules, each child is seen as an individual and as such inclusion is planned on an individual basis. Parents will be made aware of individual timetables and as such will be aware of any planned opportunities for their child to access mainstream classes when appropriate.

9.0 Primary 1 enrolment and induction

Pupils due to start Primary 1 at the start of a new school session in August are normally enrolled in January at a date announced by the local authority. Parents/Carers can, however, contact the school office for advice at any time.

Details of enrolment week are published in the local press every January.

A separate nursery and primary 1 booklet is available from the school office.

Parents will be invited to attend an informal induction meeting so that the Deputy Head Teacher (early years) can explain a little about the school and give details of how the children will be admitted. There will also be opportunities for parents to hear how to support learning at home. Parents/carers will be notified by letter of the days and times their child should visit and start school.

There are opportunities for parents/carers to visit the classrooms prior to admission. In the first three weeks of their first term, Primary 1 pupils attend on a part-time basis. In keeping with all other schools in the city, Primary 1 pupils attend full time from the fourth week of the school term.

Good transition arrangements exist for the children heading into Nursery or school for the first time. These are updated on a yearly basis in light of feedback that the senior management team (SMT) receives from staff and parents. Similarly good arrangements are in place for children heading to secondary, please ask the Deputy Head Teacher with responsibility for the upper stages for more information.

Parents/carers wishing to enroll pupils should go to the School Office and complete the necessary forms. A member of the senior management team will be pleased to answer any questions you have.

10.0 Arrival and Departure

Parents have a legal obligation to ensure that their children attend school. It is important that children are on time for school, but not too early, and collected on time. Please note that there is no playground supervision before the school day starts. We therefore ask that children are not sent or brought to school before 8.45am. Any child arriving late to school must enter through the school office.

We ask that you make every effort to collect your child on time at the end of the school day as children can easily become upset and anxious. If you are unavoidably detained, please telephone the school office on (01224) 484778 so that we can inform your child and arrange to keep them safe.

When the morning bell rings, pupils will be collected from their lines in the playground by a teacher, a warning bell rings at 8.58am to give advance warning of the school opening.

At the end of the school day, 3.00pm teachers will accompany pupils into the playground. ASN pupils who are transported to and from school will be escorted safely to the waiting taxi.

Parents/Carers who drop off and collect pupils by car should ensure that their child enters the playground safely. Please do not park in the school car park as it is required for staff cars and taxis.



11.0 Intervals, Lunchtime and Playground Supervision

During the morning interval and the lunchtime period, children are supervised by adults who have been specifically employed to assist with this task.

We try to let the children outside to run around and get some fresh air at break times if at all possible. Due to our changeable north east weather, however, it is likely that the children will be outside in the cold and damp weather which is an all too familiar feature of our climate. Pupils should, therefore, come to school with suitable outside clothing to protect them from inclement weather. In the event of very severe weather the children will be supervised in school. The decision as to whether children are inside or out is taken on a daily basis.

The children are encouraged to play with the many toys/activities we have to choose from. The children are given the opportunity to choose the playground toys and tend to be very active and busy over lunch! Grounds for Learning are helping us to develop our playground. The Parent Council is also aiming to support playground improvements

Older children often help the younger children learn new skills such as setting up groups for younger children. Various groups and activities are offered to the children over the lunchtime period. You will appreciate the need for all pupils to behave in an orderly manner and abide by the school rules at all times. Children who repeatedly choose to not follow the rules will be referred to the SMT.

Gates are locked and staff are aware that adults are not allowed to enter the playground at playtime. Support staff have been instructed to stop any adult and question their intentions if an attempt to access the playground is made — please do not be offended.



12.0 School Meals

Lunch is served each day in the dining hall or the children can choose to make use of our outside dining facilities. In line with Aberdeen City Council policy and the Hungry for Success initiative, menus are planned to provide nutritious, well presented meal choices daily. School staff promote the healthy options and actively encourage their uptake.

Tickets can be bought from the school kitchen. A two course meal with a choice of drink is currently around £2.10. All P1- 3 children are entitled to a free meal.

If your child has any particular dietary needs please let us know and we will put you in touch with the school cook.

Free meals are available to children in P4 - 7 of parents who are in receipt of Income Support, Income- based Job Seekers Allowance, or in some cases Child Tax Credit.

Application forms and more information can be obtained from the School Office.

PACKED LUNCHES

Packed lunches should be brought in a named lunch box and eaten in the dining hall. In the interest of safety, please do not allow your child to bring glass bottles to school and be mindful that although lunchboxes are kept out of direct sunlight they are not kept refrigerated. Please bear this in mind when preparing lunch for your child.

Research shows that children who eat a healthy meal at lunchtime are better equipped to concentrate on classes in the afternoon. Please ensure that your child eats a healthy lunch.



13.0 Dress Code and Lost Property

We strongly encourage pupils to wear school uniform, which is both comfortable and practical. Pupils are expected to wear school uniform in grey (sweatshirt and skirt/trousers) and white (polo shirt). Primary 7 pupils wear a black sweatshirt. Sweatshirts and polo shirts are available to buy in school.

For PE pupils require a T shirt, shorts and gym shoes. Gym shoes must be kept for indoor use. In the interest of safety no jewellery should be worn in the gym. Please note that where jewellery cannot be removed this must be taped over. Tape for this purpose should be brought to school.

A Clothing Grant is available to families in need and further details and application forms can be supplied via the school office.

You are asked to ensure that your child is suitably dressed according to the time of year and weather. The temperature in school is very comfortable but your child should have a suitable jacket for wearing in wet and cold weather.

LOST PROPERTY

Please name all personal property e.g. clothing, footwear, lunchboxes and schoolbags. If your child loses any item, a member of staff should be told straight away. Lost property items may be found in the infant corridor and children are encouraged to check this regularly for any missing items. The school cannot accept responsibility for any lost item, but every effort will be made to trace anything that goes missing.

All items of clothing should be labeled to ensure that your child can easily identify their own clothing.

Please do not allow your child to bring expensive personal items to school.

14.0 Attendance/Absence

Any absence from school must be explained by a note or telephone call to the school office. Office staff make use of Group call (a system that will send a text message to parents) when a child is absent and there has been no explanation. I would urge you to call the school office/reply to the text to explain any absence as we worry about the safety of your child and will seek support from the Home/School Liaison Officer or Police if no explanation is given. This can lead to great embarrassment but we cannot afford to take risks with the safety of our pupils.

Where there are frequent absences, or where there is an obvious pattern of absence, the matter may be referred to the Local Authority. The Home/School Liaison Officer is kept fully informed about each absentee and maintains a close liaison with parents. If the Home/School Liaison Officer is unable to make contact with parents of children who are not in school and where the Head Teacher has not been provided with a reasonable reason for non attendance, the Head Teacher will inform the Police in order to guarantee the safety of children.

Pupils taking time off from school to accompany their parents on holiday is not a legal right in Scotland. Schools now have a statutory requirement to record the attendance rates and the number of authorised and unauthorised absence of pupils for all stages. Absences due to family holidays will be recorded as unauthorised. Only under exceptional circumstances will holidays outwith the set dates be considered authorised and individual cases should be discussed with the Head Teacher. Children who do not arrive in school are automatically treated as “missing” if there has been no communication from home. This can lead to us contacting other agencies including the Police to support us in locating the child if we cannot get hold of you.

MEDICAL APPOINTMENTS

Parents/carers are asked to make every effort to make medical/dental appointments outwith school hours. Parents should contact school if there is a need to withdraw their child for a medical appointment during school hours if it has not been possible to arrange an appointment out with school hours.

14.1 Emergency Arrangements

Parents will be asked to provide the school with the address of a neighbour, relative or friend to whom the child could go to, or be taken to, in the event of illness or emergency when parents/carers are not available. This nominated person must sign the admission form to give formal consent.

Parents will also be asked to supply the name, address and telephone number of their local GP who could be contacted in the event of an emergency where the school was unable to make parental contact. If we cannot contact you and there is a medical emergency, a member of the SMT will assume the role of the parent and ensure that appropriate medical attention is provided.

Please assist the school by ensuring that contact details, which should be completed each year, are kept up to date as children become very distressed when we are not able to contact you.

Normally parents/carers will be given advance notification of any change in school hours but there may be occasions when this is impossible e.g. power failure or extreme weather conditions.

In the event of such unforeseen circumstances parents/carers should listen to NORTHSOUND RADIO for updated information or call the **SCHOOLS INFORMATION LINE** on **0870 054 1999** using the **PIN Code 011740** for more details.

We make use of Groupcall which sends a text message directly to all registered parents. Please note that only one number can be recorded per family and it is crucial that contact numbers are kept up to date. This service can only be used if the head teacher can gain access to the building but every attempt is made to do so.



14.2 Health

The school doctor and nurse make regular visits to the school throughout the year. All new P1 entrants will have a medical examination at sometime during their first year. Parents/Carers will be invited to attend and will have the chance to discuss their child's health.

The school doctor does not carry out treatment or prescribe medicines. She will, however, discuss a problem, offer advice and, if necessary, make a recommendation to the appropriate agency, e.g. G.P., Children's Hospital, Speech Therapist, Audiomatrician, Educational Psychologist etc.

Any parent wishing to discuss a problem with the doctor or nurse may contact the school office for an appointment.

The school dentist also visits the school and any child found to be in need of treatment will be given a card to inform you of the treatment required.

Parents are asked to inform the school if they know of any condition that their child may suffer from e.g. asthma, autism, epilepsy etc. so that appropriate measures can be taken.

Where necessary, parents/carers should supply an inhaler to remain in school for asthmatic children. A medical form must be completed with details of the medication, dosage etc.

Only in exceptional cases will medication other than inhalers and other long term treatments be administered at school. Please contact the SMT to discuss your child's individual needs. The school will work in partnership with you to develop a medical plan to ensure that your child's needs are met in school.

All Aberdeen City Council premises and grounds are non smoking; Parent/Carers are asked to observe this.

15.0 Support for Pupils

All children are different and will have very different skills and capabilities. Our aim is to ensure that all children attain and achieve to the best of their ability.

Woodside serves a diverse pupil population with a range of learning, social and emotional needs. We enjoy effective working relationships with our Educational Psychologist who supports us in ensuring that all children reach their full potential by following a stages intervention model. The Deputy Head with responsibility for your child will happily explain this process to you.

Children with additional support needs will have an Individual Educational Plan in place which will be agreed with parents/carers, other agencies who support the child and in some cases the child themselves. This plan, which is reviewed three times a year, helps us track progress and ensure that any changes are made which will help to remove barriers to learning.

Attainment data is carefully monitored and children who appear to be experiencing difficulties in any areas of learning will be discussed by class teachers, the support for learning teacher and the a member of the management team. At this point a plan is agreed to support the learner and you and your child will be invited to contribute to the plan and will be given suggestions of how you can support your child at home.

Support from the support for learning teacher is allocated on a needs basis and we do all we can to ensure that the children most in need of additional support receive it.

All children in school will be involved in setting targets for themselves through personal learning planning arrangement which you will be invited to be involved in.

Further information on additional support needs is available from Enquire. If you would like further information on how your child's additional support needs are being addressed please contact the Deputy Head with responsibility for your child in the first instance.

Children who benefit from heavy support from 2 or more agencies may have a coordinated support plan which gathers information from all agencies to help support your child.

In some cases your child may benefit from multi-agency working and a GIRFEC (Getting It Right For Every Child) meeting will be called where all professional will be invited to join parents and staff to plan for your child's needs.

Further information on how to support your child, whatever their needs, will be available on the school website.

16.0 Communication with Parents/Carers

Parents/carers are welcome to visit the school to discuss any matter with their child's teacher or with the SMT, although you are requested to arrange a mutually suitable time beforehand to avoid being told that managers are unavailable. All visitors to the school must report to the school office to sign the visitors' book and collect a visitors' badge.

This year we have launched our new website which gives regular updates of forthcoming events and news on the life of the school etc. Our newsletters will also be placed there. Our website is regularly updated and will prove an invaluable source of information, please log on at www.woodside.aberdeen.sch.uk. Any suggestions of information that could be added to the website should be passed to the Head Teacher by e-mailing alcook@aberdeencity.gov.uk

During the year parents/carers are invited to attend informal consultation evenings and two interviews to discuss your child's progress. The second interview is offered following the issue of the child's school report.

There is an active Parent Council and PTA operating in school, both of which provide invaluable support to the school. They host a range of events for parents over each school year, please look out for news of upcoming events by logging on to the website.

Woodside has an open door policy and you are welcome to visit at any time. If you wish to speak with any member of staff, please come into the office where the staff will arrange an appointment for you..

We continue to look for the best means of communicating with you and would welcome any ideas or suggestions.

17.0 Clubs, activities and pupil voice

We are keen that the children have a clear voice in the running of their school and as such we are developing the role of our Pupil Council.

The children will be asked to plan a variety of events such as fund raisers, sports days and charity work as well as being given the opportunity to help us plan improvements and comment on things that are going well in

Our Eco Committee will be re-established to help us all become more aware of caring for our environment. Children from throughout the school will work together on projects.

There are various opportunities throughout the year for pupils to participate in extra-curricular groups. These wider achievements are valued.

Active Schools support a wide range of extra-curricular activities as well as those offered in school by staff which include hockey, lacrosse, chess club and a homework hub.

Information about the clubs available for your child are obtainable by contacting the school office.



17.1 Breakfast and After School Clubs

BREAKFAST CLUB

Children are invited into the school hall from 8.30am. Staff will give the children breakfast then send them to the playground for the start of the school day. This is a free facility; however there is a limit to the number of children we can cater for. Parents are asked to complete a registration form which is available from the school office. Please note this is not for child care, but to encourage children to have breakfast in a social setting prior to starting their school day. If children are not regular attenders, or are absent from longer than two weeks, such is the demand for this club they will lose their place.



WOODSIDE PARTNERSHIP AFTER SCHOOL CLUB

Woodside Partnership After School Club has been established to support the children of Kittybrewster School and Woodside School, with the emphasis on safe play activities in a happy and secure environment for the children. It is registered with the SSSC and is jointly managed by Fersands and Fountain Community Project and Printfield Community Project. Children are collected from school at 3.15pm and walked to the Woodside Fountain Centre. Parents must collect their child before 5.45pm. it costs £5.00 per day.

Enrolment forms are available at 11A Printfield Walk or at the Woodside Fountain Centre, Great Northern Road. Tel. 524926 or 276788

18.0 The Curriculum

The Scottish Government drastically reviewed the curriculum for 3-18 year olds a few years ago and as such, all schools in Scotland now deliver Curriculum for Excellence.

At Woodside we are really excited by this development and recognise that the more actively involved children are in their own learning and in setting their own targets, the more they achieve and enjoy their time in school.

‘Curriculum for Excellence’ states that the overarching aim for all pupils in Scotland should be the opportunity to develop the following capacities:

Responsible citizens Successful learners

Confident individuals Effective contributors

LITERACY AND ENGLISH

When your child first begins at Woodside they will be assessed to gain an understanding of their needs. These will dictate initial groupings to ensure that your child is challenged and continues to make good progress. Language work incorporates reading, writing, listening and talking.

Jolly Phonics, a synthetic phonics scheme, is used in Primary 1 and through quality teaching the children very quickly become confident readers and writers. Your support is invaluable and the Deputy Head Teacher will share with you how to support your child in their reading as part of the induction process.

Reading is regularly taught as we recognise that children who are skilled readers very quickly develop excellent writing skills too. We make use of a range of reading schemes best suited to your child’s needs at that time. Children who require additional support or challenge in reading are given support from the SFL teacher where possible.

Letter formations and simple spelling is taught making use of Jolly Phonics. The children really enjoy this active approach to learning and generally make great progress.

Children are asked to evaluate their own progress in writing tasks and are now beginning to set their own targets so that they are focused on their next steps in learning. This self-evaluation begins in Nursery and is gradually developed so that the children have a clear understanding of what they have to work on.

18.0 The Curriculum

The collaborative nature of the new curriculum provides many opportunities for the children to learn new skills and become confident listeners and talkers. The vast majority of listening and talking tasks involve the children working on other areas of the curriculum, indeed the curriculum is now very rarely taught in subject isolation.

In Primary 5, 6 and 7 the children learn French.

Continuous assessment is integral to teaching at Woodside and ensures that the children are receiving an appropriate challenge.

SOCIAL STUDIES, SCIENCE AND TECHNOLOGY

This area has been reviewed in light of Curriculum for Excellence. The children are now being encouraged to suggest areas to study and we are building pupil voice and choice into our approach. We are looking to further develop our teaching of science and technology this session.

ICT

We make use of interactive whiteboard and a number of PCs and handheld technology to help us deliver IT. The children follow a planned curriculum to help them develop basic skills but will also make use of IT in all areas of the curriculum, an area we hope to continue to develop.

RELIGIOUS AND MORAL EDUCATION

All children are given opportunities to develop their understanding of world religions. We believe this is important to help create a tolerant society. Children will also learn about Christianity and will occasionally be given the opportunity to visit the local church, permission is always sought for such events. If you have any particular questions or requests regarding the teaching or RME, please contact the Head Teacher.

Children at all stages have the opportunity to develop skills for life, future learning and work through a range of enterprise activities that support our pupils to apply their learning in a range of different contexts.

18.0 The Curriculum

EXPRESSIVE ARTS

Our pupils are encouraged to be creative. We make use of a range of resources to support the children and also give them the opportunity to use these skills in a variety of ways

This curricular area is organised under the following headings:

Participation in performances and presentations

Art and design

Dance

Drama

Music

We regularly invite travelling productions into school and encourage classes to visit local theatres, museums and festivals to gain as broad an education as possible.

HEALTH AND WELLBEING

Health and wellbeing is a priority area for the Scottish Government. They hope that this curricular area will ensure that all children are:

Active Respected Responsible Included Safe

Healthy Achieving Nurtured

Staff work to develop some sensitive areas such as awareness of substance misuse and also promote relationship education which includes looking at sexual health. You will be invited to come into school and view materials that will be used to support your child and ask any questions to ensure that you are comfortable with all aspects of your child's education.

From time to time we will invite groups such as Childline into school to work with children on understanding how to keep themselves safe from abuse and harm. Again we will inform you of such activity to ensure that you have an opportunity to ask questions and ensure that you are comfortable with the approaches being taken.

18.0 The Curriculum

Health is a major focus for all schools in Scotland and we provide quality P.E. twice a week for pupils with lots of opportunities available for the children to further their knowledge of how to stay healthy. One of the biggest changes within Curriculum for Excellence is the recognition that whole school communities must be more aware of mental health issues to be able to support those with and address such issues.

The curriculum is organised under the following headings:

Mental and emotional, social and physical wellbeing

Planning for choices and changes

Physical education, physical activity and sport

Food and health

Substance misuse

Relationships, sexual health and parenthood

MATHEMATICS AND NUMERACY

We have purchased a large quantity of mathematics games so that our children can practice new skills in real situations and have fun at the same time. The children will learn about many aspects of mathematics, the broad headings being:

Estimating and rounding

Number and number processes

Multiples, factors and primes

Powers and roots

Measurement

Mathematics—its impact

Patterns and relationships

Expressions and equations

The children make use of a vast selection of interesting resources in mathematics. Teachers vary the approach as often as possible to keep the children engaged and motivated.

Further information of Curriculum for Excellence is available on the school website where you can find information of which areas will be covered over the year and on the Education Scotland site.

19.0 Support Agencies

Psychological Services

When a pupil is experiencing educational, behavioural, social or emotional difficulties, the school may refer him/her, with parental permission, to the above service for additional advice and to explore any additional services which may be available to support the pupil. Educational Psychologists are available to offer parents and staff invaluable advice on how to best support pupils. Children with recorded additional support needs will have regular reviews with psychological services to ensure that school continues to meet their needs and review progress.

Social Work

The school and the Central Area Social Work teams work closely together to support pupils and families.

EAL

Provision is made for any child for whom English is an additional language to receive support in accessing all areas of the curriculum and learning essential everyday language. This support is usually offered in school.

Support for Learning

Many children need a bit of extra support or challenge at some point during their school career. Our teachers are available to help children in all the classes who, from time to time, require support in their learning. This extra help may be in a one-to-one situation or in a group of pupils who require similar support. You will be invited to help develop the Individual Education Plan that teachers will use and we will be happy to suggest ways that you can support your child at home.

20.0 Multi-cultural education

We have a diverse school population. We endorse Aberdeen City Council policy on Race Equality and are committed to taking all steps within our power to eliminate discrimination and to promote good relationships between people of different cultures. Throughout the year we recognise and celebrate a range of festivals from a variety of cultures.

21.0 Assessment

Class teachers continually evaluate their teaching and assess each pupils work to ensure that they are coping and making the progress expected, progress is tracked three times a year so that we can measure the impact of approaches being taken. The class teacher is responsible for keeping progress records to provide a profile of the child's progress.

Informal and formal assessment procedures are used throughout the school and are planned for under the categories Say, Write, Make and Do in that staff look for evidence of what a child can say, write, make and do to illustrate their knowledge, understanding and skills.

Over recent years we have developed the use of Assessment is for Learning and Formative Assessment strategies in school. This approach focuses on setting clear learning intentions and success criteria, giving pupils quality feedback on their work and involving pupils in evaluating their own work and that of their peers. Research has shown that this approach involves pupils much more effectively in their own learning.

A school report is issued for each pupil during the school year. This report will give parents/carers specific information relating to levels of attainment/achievement in curricular areas as outlined in the national guidelines. This report will be based on the ongoing assessment procedures that are presently being utilised within the school.



22.0 Homework

It is considered that homework is an essential part of the school curriculum and is provided in school for a number of different reasons. Homework is given on a regular basis although it is intended that prescribed homework should not exceed 30 minutes per night (less for the younger children). Further information is available from a member of the SMT and in the school homework policy.

If your child is experiencing difficulty with homework please do not hesitate to contact the class teacher to discuss the matter.

23.0 Discipline

School discipline is a priority for all of us and the majority of our pupils behave very well. Our main aim is to ensure that we create an atmosphere that will allow all pupils the opportunity to develop both academically and socially in a non-threatening, pleasant atmosphere. To this end we hope to develop a partnership between home and school, which will enable both parties the opportunity to work in a meaningful and productive way for all our pupils.

The school is keen to involve all educational partners in this area and engaged with all stakeholders to develop a Positive Behaviour Policy. Our children generally behave very well and appreciate the efforts made by staff to make Woodside School a fun place to be.

Occasionally children will make a mistake and are given a warning prior to being taken to a member of the SMT unless the behavior is serious enough to warrant an immediate referral to the SMT without a warning.

If an incident is serious, you will be informed immediately. All children do make mistakes from time to time, and the SMT will use their judgment to decide when to contact parents and when to monitor a situation.

As a staff we are proud of how well our pupils behave and believe in rewarding them for their efforts via weekly Golden Time.

24.0 Child Protection

Given the on-going public concern on the subject of child abuse and changes in law, schools are required to report if they think that any child or young person has come to harm as a result of possible abuse.

Each school has a named member of staff appointed responsible for Child Protection matters. In our school that person is Mrs Alison Cook, the Head Teacher.

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact Mrs Cook at school.

As a school we have good contacts with medical officers, social workers and the police—any of whom may be involved if abuse is suspected.

Depending upon the concern, Parents/Guardian may or may not be informed of any action taken.

I'm sure that you will agree, the safety and wellbeing of all of our pupils has to be our top priority and Woodside School takes this responsibility very seriously.



25.0 Inclusion and Anti-bullying

We are committed to a policy of multi-cultural and anti—racist education. It is important that the children are helped to understand about the world around them in a positive way.

Books and resources are carefully selected to ensure that our children see lots of positive images of people of different race, creed and cultures, they also show men and women in a range of different roles.

We encourage all children to participate in all experiences. Care is taken that activities do not become associated with either girls or boys, all children are encouraged to use all of the equipment on offer.

The school strives at all times to show no prejudice and to give equal opportunity and attention to all children irrespective of race, gender, religious belief and cultural background and places great emphasis on educating children against such prejudices.

The Head Teacher reports any incidents of racism to the police.

Sadly, bullying occurs in almost all schools. School structures are, however, in place to combat this type of behaviour with positive management and support of individual children. Please do approach a member of the SMT if you have any concerns about your child. The school will respond to incidents of bullying and we emphasise the need for a child to "tell." Please do not hesitate to get in touch.



26.0 Secondary Education and Transitions

Woodside School is a member of the St Machar Associated School Group and at the end of Primary 7 pupils will normally transfer there if they live in zone. If you are unsure of which secondary school your child will attend, please speak to a member of the senior management team. Parents of children in an additional support needs class will be given the opportunity to hear about the many provisions on offer for secondary so that an ideal secondary placement can be sought.

Children make a learning transition every summer when they move up a stage. We have a transitions policy that is reviewed on a yearly basis to ensure that the best possible transitions take place

St Machar Academy can be contacted on 01224 492855

27.0 School Pupils insurance

Please note that no insurance cover is held by the Local Authority to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Local Authority does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees.

However, if there were no negligence, no claim would be accepted by the Council. This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. I am also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote the possibility.

28.0 Domestic pets

It is the Authority's policy that no pets owned by any member of staff; parent or guardian should be allowed into any part of the establishment. Please note this includes playgrounds, car parks and playing fields. Your support in observing this ruling is greatly appreciated.

29.0 Complaints Procedure

If you have a complaint or concern regarding the school, we ask that you speak to either the class teacher or Deputy Head Teacher in the first instance. If you are not satisfied that we have dealt with your concern please contact the Head Teacher. We will do all we can to rectify any issues that we can.

If you do not feel that the Head Teacher has helped to resolve your concern, please contact the Quality Improvement Officer attached to the school, they will be happy to assist you.

If you still remain unhappy, our Director of Education, Culture and Sport, Gayle Gorman should be approached.

If all of these avenues have been pursued and you remain unhappy, please contact the Public Services Ombudsman.

If you feel unhappy about any aspect of Nursery and you do not feel that the staff have addressed the issue please contact the Care Commission, they will be more than happy to help.

If, despite your efforts to engage with us, still do not feel that issues/concerns have been addressed we have an independent mediation service who can support us. In severe cases a dispute resolution service is available.

If you have any suggestions as to how the handbook could be further improved please contact the Head Teacher who will be happy to take your comments on board.

