

# Welcome to Woodside School



## School Handbook 2019/20

**Woodside School**

**Clifton Road**

**Aberdeen**

**AB24 4EA**

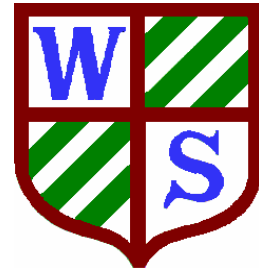
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# Welcome to Woodside



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 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 our pupils.

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

This handbook should be read in conjunction with Aberdeen City Council's 'A guide to Education and Children's Services'

Please note that while the information in this handbook is correct at the time of printing, some minor changes may occur during the course of the school session.

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## 1.0 Welcome from the Head Teacher

Welcome to our Woodside School Community.

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 throughout the school.

Woodside School offers a unique primary experience for our pupils as we aspire to provide high quality mainstream education for around 350 P1-7 pupils and 117 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 us if we can be of any assistance to you at any time by calling 01224 484778 or e-mail via the school e-mail [woodside@aberdeencity.gov.uk](mailto:woodside@aberdeencity.gov.uk) We will endeavour to reply to any queries promptly.

Mrs Alison Cook  
Head Teacher

## 2.0 Parents/Carers 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 record 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
- ✓ Receive and comment on your child's annual written report in March
- ✓ Attend parents' evenings in November and March where you will have the opportunity to hear how your child is progressing in their learning
- ✓ Engage with planning approaches to learning by contributing to working groups of parents representing the parent forum
- ✓ Join staff to set Individual Education Plan (IEP) or Child's Plan targets when we are working in partnership to overcome a barrier to learning
- ✓ Reviewing our school aims in order to ensure they remain aspirational
- ✓ Become a member of the Parent Council known as the 'Friends of Woodside' and meet with the Head Teacher on strategic matters and support the raising of funds to provide experiences for the children
- ✓ Volunteer your skills to support the school by registering as a helper
- ✓ Feeding into the school audit and improvement plan by helping us identify what is working well and what should be improved

### **Volunteering**

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 the school office.

## 2.1 Welcome from the Parent Council – ‘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,

The Friends of Woodside



## 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.

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

We are fortunate to employ skilled Early Years Practitioners (in Nursery and Primary 1) and Pupil Support Assistants who are deployed 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 aim to make our approach to teaching and learning enjoyable.

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



## 3.0 Our Vision and Aims

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

## 4.0 Our Ethos

All at Woodside School are committed to providing high quality learning opportunities for all. High standards of work and behaviour are expected and by showing concern for the wellbeing 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. As a school we aim to reflect 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 a nominated teacher to develop our house system.

We highly value the opinions of our pupils have developed several pupil voice groups to which all P4 – 7 children belong, providing opportunities to make a meaningful difference to our school.

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

In school all children are encouraged to follow the 'Woodside Way' and to treat each other with respect. We have three key words to describe our relationships - Ready, Respect, Safe. We ask that everyone is ready to learn, show respect to one another and keep themselves and others safe.

## 5.0 Quality Assurance and School Improvement

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

Our priorities for the coming session include developments in literacy and numeracy, capturing the pupil voice and supporting mental health and wellbeing.

The school completes audits on a regular 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 partnerships 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 by contacting the Head Teacher.

School policies are regularly reviewed and reflect both local and national guidance. Any questions/suggestion related to school policies should be directed to the Head Teacher by e-mailing her at [woodside@aberdeencity.gov.uk](mailto:woodside@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 P1 – 7 children. Children should line up outside in the playground at their room number (which is painted on the ground) and will be collected by class teachers.

All classes have a 15-minute interval at 10.30am. All children have 45 minutes 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. Nursery children should be accompanied into the Nursery Playroom and be signed in by a parent/carer and signed out as they leave at the end of the session.

## 7.0 Admission

Parents who wish to enrol their child at Woodside School or Nursery should make an appointment to meet with a member of the Senior Leadership 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.

For applications to Primary 1 – 7 all parents or guardians are asked to complete an online application. Before you apply online, you will need to set up an account. This is so you can track the progress of your application. A separate application must be made for each child should you wish to enrol more than one. Further information can be found on the link below:

<https://www.aberdeencity.gov.uk/services/education-and-childcare/apply-school-place>

You will need to provide evidence of where you live, your child's birth certificate and any other information specific to your case. You can upload these to the form when you apply. The Council will accept photographs of documents as long as they can see the whole document clearly.

When the application has been accepted a start date will be agreed.

Admission for children with additional support needs uses the same online application. There is a section for you to share the needs your child may have. If you are keen for your child to attend Woodside the application will be reviewed and support requirements identified. If it is felt that your child required more targeted support this will be taken forward to an admissions panel. A member of the leadership 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.

If you would like to apply for a local authority nursery place for your child you must visit the school nursery of your choice and complete an application form.

Please note that if your child is currently attending local authority nursery and you would like to continue at the same nursery for their pre-school year, then you do not need to reapply. It is recommended that parents/carers check the model their current nursery is offering to ensure this is the offer suits their needs.

## 8.0 Class Groupings

The Nursery class consists of a group of up to children who are 3 and 4 years old. The children are well supported by our nursery staff team. Mrs Thomson, Depute Head Teacher supports the Head Teacher, Mrs Cook in managing the Nursery.

In Primary 1 there are a maximum of 25 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 SLT (Senior Leadership Team). 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 teacher, inclusion teachers or members of the SLT. Please feel free to ask the SLT 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 enhanced provision room and 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.

Parents will be invited to attend an 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.

We make sure that robust 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 leadership team (SLT) receives.

## 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 unless your child is attending the breakfast club. 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 bell rings at 8.58am to give advance warning of the school opening at 9am.

At the end of the school day at 3.00pm teachers will accompany pupils into the playground.

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!

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 always appreciate the need for all pupils to behave in an orderly manner and abide by the school rules . Children who repeatedly choose to not follow the rules will be referred to the SLT.

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. 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.

Aberdeen City Council has introduced a cashless catering system. Every child has an Accord Card which can be topped up on-line. If you have questions about this you can contact the Accord Card Office on Tel. 0300200293 or alternatively visit the Woodside Customer Access Point is located in the Woodside Fountain Centre on Marquis Road/Great Northern Road. A two-course meal with a choice of drink is currently £2.20. All P1- 3 children are entitled to a free meal. Further information can be found here -

<https://www.aberdeencity.gov.uk/services/education-and-childcare/school-meals>

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 labelled to ensure that your child can easily identify their own clothing.

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

### **UNIFORM RECYCLING**

We have a box at the entrance to the school office for any unwanted items school uniform that are still in good condition. Anyone is welcome to have a look and take what they would like.

## 14.0 Attendance and 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.

We 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 may 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.

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 SLT 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 visit Aberdeen City Council's website where lists of school closures can be found.

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.

## 14.2 Health

The School Nurse makes regular visits to the school throughout the year. All new P1 entrants will have a medical examination at sometime during their first year.

The school doctor does not carry out treatment or prescribe medicines. They 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 Childsmile team also visit 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 SLT 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 a member of the leadership 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, Nurture or Additional Support Needs 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 support beyond that which Woodside School offers, usually from two or more agencies may have either a Child's Plan or 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.

## 15.1 Inclusion

The Authority is committed to Inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000.

It is the aspiration of Education and Children's Services to utilise its resources and expertise to ensure that almost all children can be supported in their learning within their local school. This will be a gradual change which will ensure, where possible, that children will no longer have to travel away from friends and family to access the support they need.

All primary and secondary schools can already provide interventions for children and young people with additional support needs. Schools can access expertise from a range of specialist services including Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to a more specialised provision for a period of time or access to a Special School Placement. As a parent or carer you will be fully involved in decisions about your child, your views are invaluable in helping us design appropriate supports.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively. If your child is recognised as being in need of targeted support, a Child's Plan will be put in place. Parents, pupils and agencies supporting your child will help develop and review the plan to make sure that it is supporting your child.

**Levels of support** within the staged intervention framework are categorised as follows:

**Universal support** is the support delivered by the class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

**Targeted support** is the support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services and will be planned for through the development of a Child's Plan.

**Specialist/Multi-agency** is the support delivered by the school and others, which is likely to be highly individualised. Support will be planned and coordinated through the development of a Child's Plan that may be multi-agency in nature. Support given may be short term or longer term, but will be reviewed on a regular basis to make sure your child is making good progress.



## **Getting it Right for Every child**

Getting it Right for Every child is the Scottish government's policy that's aims to make sure that all, babies. Children and young people are supported to reach their full potential by maximising their wellbeing.

The policy is based on a number of core principles and values. In Aberdeen it is being delivered through a shared approach where all the community partners work together to support children and or their family as soon as a need is identified. In order to make sure children receive the appropriate help, every child now has the "Named Person" based in either health or education.

The "Named Person" will be the first point of contact when a child, young person or their family or carers wish to access support or advice. If the child requires support of more than two services the "Lead Professional" will be appointed to coordinate the support. A shared action plan will be created in partnership with the family and the agencies involved.

## 15.2 Support from other 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 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

### **Barnardo's Northern Star**

We use our Pupil Equity Funding to employ a Key Worker who supports a number of our children and families. We work in partnership to identify those who would benefit from this year-round service that helps to link school and home.

## 16.0 Communication with Parents and 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](http://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 [woodside@aberdeencity.gov.uk](mailto:woodside@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 annual school report.

There is an active Parent Council operating in school provides 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 opportunities for children to make meaningful contribution to the life of Woodside School and have their voices heard.

We have established a number of leadership groups to which every child in P4 – 7 belong. The children meet fortnightly with staff to take forward key initiatives. 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, Rights Respecting School Committee, Junior Road Safety Officers and Gardening Group help us all become more aware of caring for others and our environment.

Children from throughout the school will work together on a variety of 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.

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



# 17.1 Breakfast Club and After School Club

## BREAKFAST CLUB

Children are invited into the school hall from 8.30am, Monday - Friday. Staff will give the children breakfast then send them to the playground for the start of the school day. **This is a free facility.** Parents are asked to complete a registration form which is available from the school office. Please note this is not for childcare, but to encourage children to have breakfast in a social setting prior to starting their school day.



## 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 3.00pm and walked by the staff to Kittybrewster School where the Club is held. Parents must collect their child before 5.45pm.

There is a cost per session attended.

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 reviewed the curriculum for 3-18 year olds some years ago and as such, all schools in Scotland now deliver the '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  
Confident Individuals

Successful learners  
Effective Contributors

In response to National Guidance and reflecting on our own local situation we have developed Woodside School's rationale for the Curriculum we offer our children.

## THE CURRICULUM AT WOODSIDE SCHOOL AND NURSERY

### 'The Woodside Way' - Ready: Respect: Safe

At Woodside School we are ambitious for all our learners and encourage them to develop skills for learning, life and work. We keep the Rights of the Child at the heart of all relationships and the work of the school.

#### Cross-Cutting Themes

- Enterprise
- Outdoor Learning
- Creativity
- Sustainability
- Citizenship
- Scottish Heritage and Culture

#### Contexts for Learning

- Ethos and Life of the School as a Community
- Opportunities for Personal Achievement
- Curriculum areas and subjects
- Inter-Disciplinary Learning



Our Pit Pals represent our learning dispositions – Creative, Resilient, Curious, Determined and Positive



#### Support for All

We promote the principles of nurture throughout the school and recognise that 'all behaviour is communication'.

- Child at the Centre – embracing the principles of GIRFEC
- Inclusive & Nurturing ethos
- Meeting the Needs of All Learners (Universal/Targeted/Specialist Support)
- Effective Transition – Nursery/Primary; Stage/Stage; Primary/Secondary
- Effective Partnerships – parents and carers; other agencies etc
- Celebrating personal achievement

Our learning encompasses all eight curricular areas which are reflected in our progression frameworks -

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Challenge and Enjoyment : Breadth : Progression : Personalisation and Choice : Coherence : Relevance

## **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.

An emerging literacy approach with a focus on phonological awareness is used in Primary 1 and through quality teaching the children are supported to 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. 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.

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.

Throughout their time in Primary School the children learn French. In Primary 6 and 7 they also learn Mandarin.

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 inter-disciplinary learning.

## **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.

## **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.



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 and numeracy games and resources 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.

## 19.0 Multi Cultural Education

We are proud of our diverse school population. Many different cultures and languages are represented within our school community. As a Rights Respecting School we understand everyone has their own unique identity.

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.

## 20.0 Assessment

Class teachers continually evaluate their teaching and assess each pupil's 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.

Every pupil has their own assessment portfolio which reflects their progress across the curriculum.



## 21.0 Homework

It is considered that homework is an essential part of the school curriculum and is provided in school for several 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). We aim to provide a variety of activities that consolidate and deepen the children's understanding of concepts that have already been taught.

Further information is available from a member of the SLT 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.

## 22.0 Relationships and Behaviour

Recognising positive and respectful relationships 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 aim 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 developed our relationship policy 'The Woodside Way'. Our children generally behave very well and appreciate the efforts made by staff to make Woodside School a nurturing and safe place to be.

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

If an incident is serious, you will be informed immediately. All children do make mistakes from time to time, and the SLT 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 recognition boards and praise slips. The three key values are –

Ready      Respect      Safe

We refer to these in our conversations with children. When mistakes are made they are encouraged to reflect on them in the context of these three key 'rules' –

Being **ready** to learn  
Showing **respect** to ourselves and others  
Keeping ourselves and others **safe**

## 23.0 Child Protection

Given the on-going public concern about child abuse and the 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 the Head Teacher. Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the Head Teacher 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.

Child abuse is any action by another person, adult or child, that causes or is likely to cause significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We also know that neglect, whatever form it takes, can be just as damaging to a child as abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. Abuse can also occur online.

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

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

## 24.0 Anti Bullying and Diversity

We are committed to a policy of diversity, 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 Grampian Racial Equality Council.

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 SLT 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.

## 25.0 Secondary Education and Transitions

Woodside School is a member of the St Machar Associated School Group (ASG) 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 Leadership Team. Whilst the presumption is that children will attend their local Secondary School, parents of children who have Additional Support Needs will be given the opportunity to hear about the provisions on offer for secondary schooling so that an ideal secondary placement can be sought.

Our ASG employs a Transition Teacher, who supports all the children moving to St Machar Academy from their Primary School. She visits Woodside School regularly.

St Machar Academy can be contacted on 01224 492855

Children make a learning transition every summer when they move up a stage.

We have transition procedures that are reviewed on a yearly basis to ensure that the best possible transitions take place.

## 26.0 Pupil 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. We are 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.



## 27.0 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.



## 28.0 Complaints

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

Aberdeen City Council recognises the vital role that parents play in supporting their children's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are sometimes things can still go wrong and there may be occasions when parents wish to express unhappiness or dissatisfaction with Council services, policies or staff behaviour.

<http://www.aberdeencity.gov.uk/complaints>

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. To maintain positive relationships, it is usually better for all, if parental concerns or complaints can be resolved at school level and as quickly as possible.

If a concern or complaint cannot be resolved at the frontline resolution stage, then it will progress to 'Investigation' stage and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the 'Investigation' stage from the outset.

Once the two internal stages of the complaints handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the matter. The SPSO is the final stage of the complaints procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

## 29.0 Useful Contacts

NAME & ADDRESS	CONTACT DETAILS
Care Inspectorate (Social Care and Social Work Improvement Scotland) Johnstone House Rose Street	Tel: 0345 600 9527 <a href="mailto:enquiries@careinspectorate.com">enquiries@careinspectorate.com</a> <a href="http://www.careinspectorate.com">www.careinspectorate.com</a>
Childline	Tel: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
Children in Scotland Children in Scotland is the national agency for voluntary, statutory and professional	Tel: 0131 313 2322 <a href="mailto:info@childreninscotland.org.uk">info@childreninscotland.org.uk</a> <a href="http://www.childreninscotland.org.uk">www.childreninscotland.org.uk</a>
Enquire The Scottish Advice Service for Additional Support for Learning	Tel: 0345 123 2303 <a href="mailto:info@enquire.org.uk">info@enquire.org.uk</a> <a href="http://www.enquire.org.uk">www.enquire.org.uk</a>
Education Scotland Denholm House Almondvale Business Park	Tel: 0141 282 5000 <a href="mailto:enquiries@educationscotland.gov.uk">enquiries@educationscotland.gov.uk</a> <a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a>  Education Scotland is an Executive Agency of the Scottish Government, tasked with improving the quality of the country's education system
Grampian Racial Equality Council (GREC) 41 Union Street Aberdeen AB11 5BN	Tel: 01224 595505 <a href="mailto:info@grec.co.uk">info@grec.co.uk</a> <a href="http://www.grec.co.uk">www.grec.co.uk</a>
ParentLine Scotland	Tel: 0800 028 2233 <a href="http://www.parentlinescotland.org.uk">www.parentlinescotland.org.uk</a>
Connect Scotland (formerly Scottish Parent Teacher Council)	Tel: 0131 4746199 <a href="mailto:sptc@sptc.info">sptc@sptc.info</a> <a href="http://www.sptc.info">www.sptc.info</a> They work with parents and educators. They provide information, advice and training, all focused on parental engagement in children's learning
The National Parent Forum of Scotland	<a href="http://www.ltscotland.org.uk/parentzone/getinvolved/forumscotland/index.asp">http://www.ltscotland.org.uk/parentzone/getinvolved/forumscotland/index.asp</a>  Gives parent councils and parents an opportunity to discuss and raise educational issues or mutual interest or concern at a national level.

