

Newton Park Primary School and ELC Handbook 2022/23



Contact Details

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Website www.newtonparkprimary.wordpress.com

Head Teacher
Laura Harper

School roll – 385 (Nov 2021)

Update

The ongoing pandemic continues to affect the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways since March 2020, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information about Coronavirus and its impact on education and children.

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Information about the School

Newton Park serves the area of Wick, south of the river. It was established in August 2016 and moved to a new campus, shared with Wick High School and community facilities, in April 2017. There are currently 314 pupils in P1-7 and 69 in the Early Learning and Childcare Centre. The school is non-denominational and caters for both boys and girls. The Early Learning and Childcare Centre caters for children from age 3 until they start school.

The building is on one and a half floors with the primary entrance on the single storey section at the east side of the building. The ELCC has two rooms and a kitchen and has its own entrance adjacent to the school entrance. The primary has 13 classrooms, one expressive arts room and two break-out areas as well as small additional support rooms, reception, offices, staffroom and a large hall. We also have excellent facilities for our Enhanced Provision with a classroom, play area, dining room and kitchen along with multi-sensory room, therapy room and laundry as well as comprehensive changing facilities.

Our grounds consist of a small car park for nursery parents and visitors and a drop off zone for everyone; a MUGA (multi use games area); a garden with 20 raised vegetable beds; a poly tunnel; a wetland and wildlife area and a sports pitch. Fixed adventure equipment has recently been installed in the main playground.

School and Early Learning Childcare Centre Hours

Primary 1-3 day:

The day starts at 9:15 a.m. and finishes at 2:45 p.m. Break is 10:30 to 10:45 a.m. and lunch is from 12:15 to 1:00 p.m.

Primary 4 day:

The day starts at 9:00 a.m. and finishes at 3:00 p.m. Break is 10:30 to 10:45 a.m. and lunch is from 12:15 to 1:00 p.m.

Primary 5-7 day:

The day starts at 9:00 a.m. and finishes at 3:00 p.m. Break is 10:50 to 11:05 a.m. and lunch is from 12:45 to 1:30 p.m.

The Early Learning and Childcare Centre is currently open from 8.30 a.m. until 4.00 p.m. each day.

Term Dates can be found on the Highland Council website:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

School Security


Pupils may enter the school playground by either gate. Parents and other adults are asked not to enter the school playground, but to leave their child at the school gate. For security, the school gates are locked at 9.20 in the morning and unlocked just before the end of the school day at 2.40.

If children are going home at lunchtime they should leave the school by the main door at the Seaforth Avenue entrance and return this way. There is no exit or entry through the High School at lunchtime and, as the bottom gate is locked, there is no way in to the building from the Campus Car Park.

Pupils leaving at the end of the day are reminded to come back into the school for help if no one arrives to collect them.

Children are requested to leave the school grounds after the bell at 3.00. School gates are locked again at 4.00 for overnight security.

The Staff 2021-2022

Position	Staff	
Head Teacher	Mrs L Harper	
DHT	Ms D MacBeath Miss V Bremner	
Principal Teachers	Mrs E Sutherland,	
Additional Support	Mrs K Sinclair	
P1 purple	Mrs Wilson (3 days) and Mrs K Henstridge (2 days)	
P1 jade	Miss H Smith	
P2 purple	Mrs S Thomson (4 days) and Mrs K Sutherland (1 day)	
P2 jade	Mrs R Shuttleworth	
P3 purple	Mrs A Swanson (3 days) and Mrs L Forsyth (2 days)	
P3 jade	Mrs E Sutherland (3 days) and Mrs C Tait (2 days)	
P4 purple	Miss C Crow	
P4 jade	Mrs E Sutherland (3 days) and Mrs V Mackay (2 days)	
P5 purple	Miss C Lawlor	
P5 jade	Miss R Risbridger	
P6 purple	Mr C Cormack	
P6 jade	Mrs F Ferrier	
P7 purple	Miss A Anderson	
P7 jade	Mr A Clarke	
CCR	Mrs M Foubister	
Enhanced Provision	Mr K Farmer (4 days) and Mrs K Sinclair (1 day)	
ELCC - EYP's	Mrs G Banks Mrs L Duncan Mrs K Sinclair Miss V Watt Mrs N MacKay Mrs M Mathieson	Mrs M Miller Mrs S Steven Mrs H Sutherland Mrs D Green Mrs A Foubister
ELCC Graduates	Mrs N MacKay	Mrs H Sutherland
Pupil Support Assistants	Mrs M Bremner Mrs S Graham Mrs F Gunn Mrs E Malcolm Mrs C Muffett Mrs K McAdie	Miss H Oman Mrs Y Shearer Mrs I Smith Mrs B Marriott Mrs J Bain
Pupil Support Assistants (PEF funded)	Miss N Anderson Mrs N Fraser Mrs A More Miss M Waring	Miss C Miller Miss C Fox Mrs L Gunn Miss E Hamilton
Family Link Worker	Mrs M Sinclair	
Clerical Assistants	Mrs K Cook	Mrs V Mackenzie
Road Crossing Patroller	Mrs N Polson	

School Ethos

Our School Motto

At Newton Park we don't just dream it, we achieve it.

Our Values, Aims and Beliefs

We believe our school functions best when there is mutual respect between everyone in the school community.

We aim to provide a secure, safe, calm, positive, purposeful and inclusive environment where our pupils will develop a sense of responsibility for themselves and others.

We aim to create an atmosphere of equality where everyone feels welcomed, valued and is treated fairly.

We believe that the promotion of good behaviour, self-respect and respect for others is fundamental to children's learning.

We aim to create an enriching environment that stimulates learning, whilst being calm, positive and organised.

We believe children thrive on praise, success, and nurture. These are vital to build self-esteem and support each child to reach their full potential.

We believe that having high expectations of pupils raises their attainment and self-esteem and we encourage all children to have high expectations of themselves both at home and school.

We encourage all children to recognise and respect boundaries and rules, which are there to protect the rights of all.

We believe every adult should support the social and emotional development of pupils.

Promoting Positive Behaviour

Newton Park is a nurturing school, with our Nurture Policy embedded from Nursery to Primary 7. This policy is available on the Newton Park website:

<https://newtonparkprimary.wordpress.com/>

Treating others with respect is the message we teach in school. The school is currently embarking on the Rights Respecting Schools programme, working towards gaining the Bronze award during session 21-22.

Pupils may, at times, be asked to remain in school at break time and are supervised to reflect on their behaviour. Our Family Link Worker supports behaviour discussions and works with children to identify positive changes and support strategies.

Bullying, including cyber bullying and any type of racism will not be tolerated in any form in Newton Park. All reports of bullying or racism will be investigated and parents of children involved will be notified. We follow Highland Council's Positive Relationships and Bullying Prevention Policy and Guidance:

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

You will also find the school's Equality and Diversity Policy on our school website:

<https://newtonparkprimary.wordpress.com/>

For further information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

School Administrative Procedures and Advice

Enrolment in School and Early Learning Childcare Centre

Information and enrolment forms for starting Primary 1 or for our ELCC can be found at www.highland.gov.uk/schoolenrolment. To enrol at any other time for any age group, telephone the school office to arrange a suitable appointment. Pupils whose homes are located in the school catchment area will have priority in being allocated a place.

Pupils in the ELCC are entitled to 1140 hours of childcare per year. This can be split between two or more Childcare providers but you must let each provider know you are splitting the time.

Placing requests - While each school serves its own particular catchment area, parents have the right to specify the school in which they wish to place their child. If you would like a visit, please contact the school office and this will be arranged for you. Application forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school and must be made to the Area Education Manager, North Area Care and Learning Office, Drummie, Golspie, Sutherland, KW10 6TA, Tel: 01408 635346, CL.NorthAdmin@highland.gov.uk.

If you move out of the catchment area once your child has started school, you must then make a placing request for your child to remain in the school if this is your preference. Office staff will advise you about what to do when you inform them of your change of address.

Transport to and from school, for placing request pupils, is a parental responsibility.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

For the ELCC, pupils who reside outside the catchment area will be granted places if space exists, however, even if your child is in the ELCC, they are not guaranteed a place in the school and you must still complete the placing request process when they enrol for P1.

Updating Information about Pupils

Each year in late August, office staff distribute a copy of the information held on our SEEMiS system to all parents and ask them to check and update this with any changes so that we can keep information up to date. We would also ask that parents notify us of any changes to address, telephone numbers, significant home circumstances which may affect a child in school and any changes to medical conditions when they occur. It is in children's best interest to have this information up to date at all times.

Pupil Absence or Sickness Procedure

Good attendance is vital if pupils are to achieve their full potential. However, if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence giving the reason for this absence and the likelihood of the duration. In the event that a pupil is not able to return as expected then a subsequent call is required.

The Absence telephone number is **01955 609703**. Please speak clearly and give your child's name, class, reason for absence and the expected length of the absence. This should be done by 9.15 each morning, or an hour before their expected start time for pupils in the ELCC.

If a pupil needs to leave during the school day for an appointment, parents should inform the school either in writing or using the number above or the school phone number of 01955 609702. Primary school pupils must be collected from the school office. For those in the ELCC, parents should inform staff when they bring their child at the start of their session giving the time of collection and the reason for it.

If pupils fall ill during the school day, parents are contacted so they can collect their child, therefore it is essential that we have up to date daytime contact numbers and the emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day and therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in significant loss of classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at national level, most family holidays will be coded as unauthorised absence; only in exceptional circumstances will the absence be recorded as authorised.

Parents are asked to consider these points when making decisions on planning a holiday during term time. Please find a link to the term dates on the Highland Council website to aid you in planning any holidays you may be considering.

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If you decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Concerns or Complaints

If you are concerned about your child's learning, you should contact their class teacher in the first instance. This can be done using Dojo or by writing them a note. The teacher will arrange a short appointment, usually at the end of the day, where you can talk this over and share a way forward. If the concern persists, then the Additional Support Procedures will be followed.

If you have any complaint about anything pertaining to the school, please contact the school office and this will be passed to the Senior Management Team. You can do this in writing, by telephone or in person, but please call to make an appointment first if you can. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager, North Area Care and Learning Office, Drummie, Golspie, Sutherland, KW10 6TA.

For children in ELCC, complaints can also be raised with the Care Inspectorate at www.careinspectorate.com/.

There is also considerable help and support for parents on Parentline which can be found using this link - www.children1st.org.uk/help-for-families/parentline-scotland/

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX or public.transport@highland.gov.uk

Children's Property

Clothing for School - Children in the primary school are expected to wear school uniform every day. Uniform can be ordered from Border Embroideries - www.border-embroideries.co.uk/ or Highland Workwear - www.highlandworkwear.uk/. Prices are available on these sites. School trousers or skirts of any dark colour are accepted, but we have a 'no jeans' policy unless for a school trip or special occasion.

There is uniform available for our ELCC and many choose to wear this as it gives them a sense of belonging, but it is not compulsory for pre-school children. Very young children learn by discovery and this can be a messy business, so it is probably wise not to wear 'best' clothes to nursery.

Outdoor Clothing - please provide children with a jacket/coat which is waterproof and warm as the children are outside during the day. Remember weather can change significantly between 9.00 and 3.00 so it is important to be prepared. Wellie boots are super for winter use.

Pupils in the ELCC will go out to play in all weathers so it is important that they also come suitably dressed - waterproof suits are provided by the ELCC but children can still get wet and muddy with these on.

PE Kit – shorts, t-shirt and gym shoes are required for PE and should be available every day in case timetable changes are required at short notice.

Indoor shoes – the school is almost entirely carpeted and in order to keep this clean and dry, children are requested to change from outdoor to indoor shoes when they come in to school. These can be the same shoes which are used as part of their PE kit.

For pupils in the ELCC we ask that they change into indoor shoes before they go into the classrooms. Gym shoes that are easy to put on are recommended as this helps children develop their independence skills.

Change of clothing – Pupils in the ELCC should have a change of clothes in their tray in case of ‘accidents’ as they much prefer to change into their own clothing if necessary.

Naming of Property – it is vitally important that all children’s property is named. If property is named, staff will try to trace it if it goes missing. A ‘sharpie’ pen is the easiest way to mark items or you can purchase name labels from many companies on the internet. Please name clothes, jackets, shoes, indoor shoes, packed lunch boxes, gym kit and pencil cases. It is absolutely essential that all ELCC pupils’ clothing is named as young children often find it hard to identify their own property.

Water bottles – Children are encouraged to bring a water bottle with them to school each day and drinking water is good for health – no juice please. All new pupils are given a water bottle in their ‘House’ colour. Pupils in the ELCC have free access to water throughout the day.

Homework Sacs – children will be given a purple homework sac on enrolment to school. This should be used to keep reading books and any other activities or notes to be taken home. It is recommended that parents check this bag every day.

School Bags – please try to make sure these are large enough to accommodate children’s homework sacs and other items. Please do not put water bottles in bags along with books or Chromebooks.

Phones – we have a ‘no phones’ policy. Primary aged pupils are not allowed to use phones during the school day, but if they need one after school, then the phone should be handed in to the class teacher at the start of the day for safe keeping and collected at the end of the school day. If a parent needs to contact a child during the school day, this should be done through the school office.

Family Learning and Parent / Carer Voice

Family Learning

The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

Class Dojo allows parents and teachers to communicate directly and is used by most parents to keep up to date with their child's progress and to ask quick questions. Teachers use this to share the learning of children with their families as well as let parents know of upcoming events and school news.

Pupil Profiles show children's progress in their learning with sections for All About Me; Personal Learning Targets and Evaluations; Skills for Learning, Life and Work; Health and Wellbeing; Literacy; Numeracy and Mathematics; IDL (Inter Disciplinary Learning) and the Wider Curriculum; My Personal Choice. Parents are encouraged to review these regularly with their child when they come to family learning sessions throughout the year or they can ask to see them anytime.

Key Assessment Tasks show key pieces of assessment which include the Learning Intention and Success Criteria of a piece of work as well as recording comments by the pupil, teacher and parent.

Shared Learning Opportunities – every term there are opportunities for parents to come in to school and share in their child's learning either during the afternoon or in the evening. In the ELCC there are regular 'Stay and Play' sessions for parents to participate in their child's learning.

A Summary Report is issued at the end of the school year. It is a short report which summarises all the information in the Pupil's Profile.

Early Learning and Childcare Centre – parents have opportunity for daily contact with staff and may review their child's Learning Profile at any time. This is kept in a slightly different way to the primary pupil profile, to reflect the age of the pupils. It includes anecdotal and focused observations, staff and pupil comments, photographs and pupils work.

Parent / Carer Voice

There are many ways parents can share the wider learning and get involved in what is happening in the school.

School News – the school uses Class Dojo to communicate regularly with families. Messages about school and wider community events will be posted on School Story for all families to see.

Parent Council and Parent Forum - All parents, who have a child in Newton Park Primary or ELCC, are part of the Parent Forum and are invited to attend the AGM held each year. The Parent Council is elected from this body and meets regularly throughout the year. If you wish to raise something with the Parent Council, you can contact them using the Newton Park email address NewtonPark.Primary@highland.gov.uk. Please mark FAO Parent Council clearly in the Subject line and this will be passed on.

Parent Helpers are welcomed to support Parent Council organised events and a wide range of other activities run in the school.

School Website - www.newtonparkprimary.wordpress.com is updated regularly and gives information for parents; celebrates successes; posts photographs of things happening in the school; and provides links to websites which parents may find useful and informative.

Excursions - Opportunities are provided for pupils to take part in as many excursions as possible as part of their education. All excursions are Risk Assessed in advance. Parents are sent details of local excursions and for longer trips, permission return slips are issued.

Parent / Carer's Opinions – We regularly try to gather information from parents about the quality of our service, by sending home short questionnaires. We also seek your opinion on matters in discussions with your representatives on the Parent Council.

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Useful information for parents and how to get involved in your child's education, how to support the school information on curriculum developments can all be found a Parentzone: <https://education.gov.scot/parentzone/>

Curriculum

A Curriculum for Excellence is based on the values of -

Wisdom
Justice
Compassion
Integrity

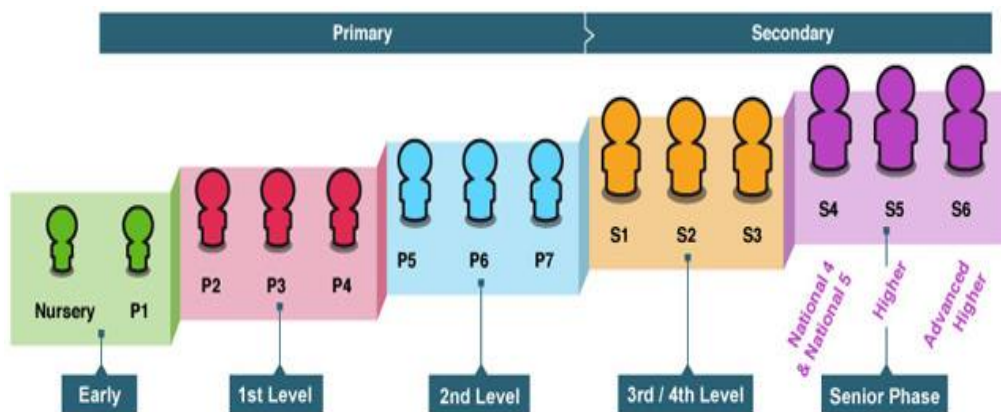
and the purposes of ensuring pupils become -

Successful learners
Confident individuals
Responsible citizens
Effective contributors

It is based on the Seven Principles and Eight Curricular Areas

The Seven Principles -	The Eight Curriculum Areas –
<p>all learning must take account of these principles:</p> <ul style="list-style-type: none"> • Challenge and Enjoyment • Breadth • Progression • Depth • Personalisation and Choice • Coherence • Relevance <p>This is to ensure children's development is useful and meaningful</p>	<p>containing a range of subjects:</p> <ul style="list-style-type: none"> • Expressive Arts Art, Drama, Music and Dance • Health & Wellbeing Personal, social and emotional health. Also P.E. • Literacy and English Communicating with others. Reading, Writing and Modern Languages • Numeracy and Mathematics Number work, Problem Solving • Religious and Moral Education Religions, values and beliefs. • Sciences Understanding our planet • Social Studies Scotland and the World; past, present and future. • Technologies Food, Design and Computing.

Progress level are banded as follows –



Crossing all curricular areas, we try to give the children the skills they need for **Learning, Life and Work**

These include the **Higher Order Thinking Skills** of Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

We also work to develop children's **Personal, Interpersonal, Employability, Leadership, Self-management and Co-operation Skills**.

You can find out more about Curriculum for Excellence using the Parentzone link - <https://education.gov.scot/parentzone/>

When we plan to teach sensitive aspects of learning such as health related topics including relationships, sexual health, parenthood and drugs awareness, we will inform parents in advance using the usual classroom communication methods.

Religious Observance – Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

We try our best to make use of the outdoor and local environment as much as possible within the scope of our funding for travel. We welcome visitors into the school to enrich our curriculum.



In P7 we offer the pupils an opportunity to participate in a residential trip to Abernethy Outdoor Centre where the emphasis is on team building and adventurous activities.



Assessment and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Class teachers assess work carried out in class on a continuous basis. This assessment process is used as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching and pupil targets.

We use Key Assessments periodically throughout the year which

- **demonstrate breadth of learning** which requires the learner to draw on a range of learning from a number of Experiences and Outcomes across different organisers
- **demonstrate challenge** which promote higher order thinking skills
- **demonstrate application** of learning in new and unfamiliar situations.

Pupils should use the assessment process to motivate them in their learning within a supportive environment. This should inform next steps for the improvement of their own learning. Children are fully involved in self-assessment of their work and reflect on this in regular learning conversations with their teacher and parent and by ensuring their Profiles are kept up to date.

Children in P1, P4 and P7 undertake the Scottish National Standardised Assessments. For further information, see the website <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

We are continually reporting to you throughout the year about your child's learning and progress, and providing opportunities to review their learning and we will also issue a short summary report in June each year.

The open sessions we provide throughout the year are for sharing your child's learning with them and talking to the teacher about this learning. If you have any concerns about their progress, you can contact the class teacher for a short confidential meeting at any time.

With current Covid restrictions, parents will be offered virtual meetings or phone calls to ensure opportunities are still offered to for parents to speak on a 1:1 basis with the class teacher.

Additional Support Needs

Class teachers, in conjunction with the Additional Support Needs Teacher monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

For young people with severe and complex needs, there are Enhanced Provisions for pre-school and primary aged pupils in Mount Pleasant Primary School in Thurso and Newton Park Primary School in Wick. Placements may be offered on a full or part-time basis.

For young people with neurodevelopmental/social communication difficulties, there are two SCOPE provisions (Social Communication Provision for Education); one in Miller Academy Primary School in Thurso and one in Noss Primary School in Wick. SCOPE offers support for primary-aged pupils through providing a 'split placement' with the young person's local mainstream school. Through providing targeted, individualised support, this enables young people to access education in their local school.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application.

Sometimes a Children's Service Worker (CSW) will be involved in supporting a child. A CSW is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you may have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's Named Person in the first instance, Mrs L Harper, Head Teacher.

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

There are links included below for further information and support for parents of children and young people with ASN:

(a) Enquire – the Scottish advice and information service for additional support for learning
<http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

(d) Scottish Child Law Centre, an organisation providing free legal advice to young people.

School Improvement

It is important that every school continues to make improvements in the quality of educational experiences they provide for their pupils. These priorities are based on National Advice, Local Priorities and the school's own need. Each year we write a School Standards and Quality Report and School Improvement Plan, which summarises this information and provides us with a number of targets to meet. All developments are relevant to the primary school and the ELCC. You can see the full documents on our school website at:

<https://newtonparkprimary.wordpress.com/parent-information/>

This year, because of the ongoing pandemic, all schools in Highland are continuing to focus on certain key priorities as followings:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Our priorities continue to be supported financially by Pupil Equity Funding (PEF) and Scottish Attainment Challenge funding (SAC). This money continues to provide

- ☆ Additional teacher time
- ☆ Additional PSA time
- ☆ A family link worker

Our attainment in the core areas is measured by the % of children attaining a level in P1, P4 and P7.

Subject	% attaining the level in 2019	% attaining the level in 2021
Reading	65%	59%
Writing	63%	42%
Listening and Talking	68%	76%
Numeracy	72%	63%

Our SNSA results show results achieved in 2019 and 2021 (assessments were not completed in 2020 due to schools being in lockdown). Table shows % of pupils attaining medium or high in SNSA assessments.

Subject	P1 2019	P1 2021	P4 2019	P4 2021	P7 2019	P7 2021
Reading	93%	93%	86%	77%	93%	83%
Writing			85%	79%	85%	83%
Numeracy	93%	95%	93%	63%	93%	81%

More statistical information about the school can be found on

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Transitions

Almost all pupils make a transition each year when they move to a new teacher or stage in the Primary School. We try to ensure this is as smooth as possible by letting pupils know who their next teacher will be, whenever possible, and giving them the chance to work with this teacher for a short time before the summer.

Pupil profiles are passed on to the next teacher, along with assessment records and these provide the next teacher with the starting point for each learner.

Transition to Primary 1

For those coming in to P1 we have a regular programme of visits during the summer term and we begin to introduce them to other areas of the school such as the lunch hall and the large playground. As almost all children coming to P1 have attended the Early Learning and Childcare Centre, they are already familiar with most areas of the building as they use the school gymnasium and play areas regularly throughout the year. Any pupil with additional support needs will have a transition programme tailored to meet their needs.

Transfer to Secondary Education

Most P7 pupils transfer to Wick High School. Information on the levels they have attained and their detailed assessment information is shared with the High School staff during their P7 year. Many pupils have a short transition meeting where parents and pupil are invited to meet with relevant High School staff so that any anxieties or additional needs can be discussed. Some pupils benefit from having some focused pre-visits and these are arranged as part of the ASN transition meetings, where required.

As an Associated School Group, all feeder primaries are working with Wick High to ensure good quality curricular information is passed on so that work can be tailored to meet the needs of the pupils. All schools work collaboratively and moderate their learning programmes.

The Guidance department usually visits our school to talk to Primary 7 pupils and teachers, providing a question and answer session. Pupils in Newton Park have the opportunity to spend a morning in Wick High to meet with some of the Heads of Departments and have a look at each department. In addition to this, all pupils from every school spend two days in Wick High School in June, following their S1 timetable.

Further information can be obtained from Head Teacher, Mr Sandecki, Wick High School, Wick, Telephone 603333.

Children with significant Additional Support Needs will have a joint review of their Child's Plan along with WHS staff and an Action Plan will be written which focuses on the transition period.

Celebrating Success

All kinds of pupil successes are celebrated in each class and as a whole school regularly. This can range from academic success in reading, writing, maths and other curricular areas; individual or team sporting success, which happen in school or in the many clubs pupils participate in; or successes in art, music or drama activities in and out of school.

We actively encourage children to participate in community and charity events.

We encourage good manners and good behaviour in and out of school and celebrate when children make improvements in these important features of their development.

Celebrating Success in the Classroom

Some examples include

- Positive written comments on jotters and positive oral comments given to children while they are working or participating in events.
- Stickers put on children's work, on their jumpers and on their sticker charts in the class.
- Certificates given when children achieve success in their learning. Children presented with these in class / assembly, given a house point and certificates then taken home.
- My Personal Choice section in Pupil Profiles.
- Children achieve Dojo points for good work or good behaviour in class and these are then traded in for chosen rewards.

Celebrating Success as a School

This is approached in three main ways; through assemblies, in displays round the school and using the school website.

Celebrating Success at Home

This is perhaps the most important celebration of all. Families can support a child's confidence in the way they celebrate their successes at home. Some ideas and suggestions for parents would include:

- Show your child you are delighted they have come home with a certificate or sticker. Ask them why they got it. Display it somewhere in the house. Get them to share this information with grandparents or other family members.
- Be positive about their homework tasks. Tell them how well they have read or answered questions. Encourage them to do their best and praise them when they have. Write positive comments on their reading records or homework diaries.
- Try, if you possibly can, to attend parents' shared learning session in the afternoon or evenings as these give you a much clearer picture of how your child is progressing.

Pupil Participation Groups and Community Partners

Pupils are encouraged to be active in the running of the school. Focus groups meet with teachers and the Senior Management Team so that pupil voice is heard. We also have appropriate input in a number of pupil representative groups.

Pupil Council – all classes are represented and pupils meet regularly with the SMT.

House System – all pupils are a member of Hawk, Kestrel, Eagle or Falcon and there will be house events run all through the year.

Eco Council – representatives from P4-7 meet throughout the year.

Other ‘short term’ groups will be established as required, such as ICT champs and Junior Road Safety Officers.

Community Partners include

- Tesco – We benefit from this community partnership, with free fruit being used to provide snacks and supplement breakfast club.
- Abernethy Trust – We hold our P7 residential weekend each year at Abernethy Christian Centre.
- Scholastic and Book People – We hold two Book Fairs each year – usually in May and November.
- Martin Grant Photographer – We offer the service of class, individual and family photographs on alternate years.
- DYW – Developing Young Workforce organise a ‘Dragon’s Den’ competition for P7 each year.
- High Life Highland
 - Active Schools coordinator – arranges sporting competitions and coaching sessions throughout the year
 - Swimming Pool staff give P4 and P5 pupils swimming lessons all year and support our Enhanced Provision sessions.
 - Library Staff organise activities in the library
 - Rangers – provide help and support for our wildlife area
- Science Festival – provide science development opportunities each year with a range of workshops and presenters during Science Festival in March each year.
- Lyth Arts Centre – subsidise and organise visiting arts and drama groups.
- MFR – support us with their Christmas Appeal and in providing some uniform for some families.
- Wick Choral – choir support
- Safe Highlanders – P7 workshops each September
- PPP – support our Enhanced Provision in their café and provide entertainment opportunities throughout the year.

We also work with other community partners and presenters as opportunities arise.

Pupil Care, Welfare and Safety

Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. Copies of child protection policy guidelines are available from the school office or online at:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Health Professional Involvement

Children in P1 and P7 have a health review. Parents are notified and may be present should they wish. The school nurse also visits to carry out health screening from time to time and to give talks on health matters. Speech Therapists occasionally work with class teachers and support staff and pupils can be referred by parents or by teachers, with a parent's permission. The ELCC works closely with the Health Visitors who are the 'named person' for your children.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Illness

If children catch contagious diseases such as chicken pox, it is important that school staff are informed as we have a pupil who has a compromised immune system. For advice on any exclusion period after illness, please contact the school office for advice. For sickness or diarrhoea, children should remain off school for 48 hours after symptoms have stopped.

Medical Conditions

It is essential that the school is kept up to date with any medical condition which may affect a child's care and welfare in school. Please let us know if your child develops any condition and inform the school if a condition no longer affects them. A medical protocol is required for any condition which needs regular medication, including inhalers for asthma, taken in school or if emergency treatment may be needed. Some medication may be kept by pupils themselves such as inhalers for older pupils, some kept in classrooms by the class teacher for easy access and some kept in a locked cabinet in the school office for security. A record of date, time and administrator will be kept of any medication taken by a pupil in the school office.

Minor Injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, has a serious fall or becomes unwell during the school day you or the emergency contact you have provided, will be contacted and you may be advised to collect your child from school.

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances. We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require. Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Head Lice

Parents are requested to check their children's heads regularly and take the necessary action should they have been infected with head lice. The school has leaflets, which it will distribute on request. Please let the school know if your child becomes infected, the information will be treated confidentially, but it allows us to monitor levels and seek medical advice if this becomes widespread.

Road Safety

Staff use the Street Sense Programme to teach and promote Road Safety. The new crossing on South Road is well used and there is also a crossing patroller crossing the main road at the West Banks/Northcote Street junction.

Ways of Coming to School

Children are encouraged to walk to school whenever possible and will be allowed to cycle in the summer terms. Parents dropping off children by car can do so in the drop off zones in either the Primary Car Park at the Seaforth Avenue entrance or in the main Campus Car Park in Newton Road. Parents dropping off children to the Early Learning and Childcare Centre must use the Seaforth Avenue Car Park. Only those with disabled permits on show should use the disabled parking bays as a courtesy to all drivers.

Major Emergency Policy

We hold an emergency evacuation at least once every term to ensure all staff and pupils are aware of the procedure and follow this efficiently. In the unlikely event of a Major Emergency when the school has to be totally evacuated, staff and pupils will transfer to our Reception Centre which is Wick Assembly rooms. Parents will be contacted using emergency contact details, but pupils will not be allowed to leave this centre until permission is given by the emergency services. It is crucial that you keep your emergency contact details up to date at all times as it would be very distressing for your child if we were unable to contact you in a Major Emergency situation.

Adverse Weather

We have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher.

It is an enhancement to the present service and does not replace existing method of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the Highland School Closure website for information:

<http://www.highland.gov.uk/schoolclosures>

Services and Payments

Health Promoting School

School lunches are free to all P1-4 pupils and available to all pupils in P5-7, wishing to partake of them, currently at a cost of £2.30 per day. A menu, which should be kept for reference, is issued to all families twice a year, at Easter and in October. Children book lunches in their classrooms at the start of the day using the interactive whiteboard.

If a pupil has special dietary needs, please inform the school so we can issue you with a Special Meals form.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. Further details from: http://www.highland.gov.uk/info/878/schools/9/school_meals/2

Catering services run a tuck shop for primary pupils at break time, selling milk and toast – current prices are published in newsletters and on the school website.

In the ELCC, a snack will be provided for the children mid-morning and mid-afternoon.

Free Meals and Clothing Grants

Free meals can be claimed in certain circumstances, for information and application form please see [http://www.highland.gov.uk/info/899/schools -
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

School Transport

Free transport to school is available for children living within the delineated area of the school if they are under eight years of age and live over two miles from the school, or are eight years of age and over and live three miles from the school. Forms are available from https://www.highland.gov.uk/info/878/schools/12/school_transport

Pupil Records

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: <http://hi-hope.org/directory/listing/16plus-planning>

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme, which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website: <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG), which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support
[https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.