

BROOMHILL PRIMARY SCHOOL

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## STATEMENT OF AIMS AND VALUES

**ABERDEEN CITY EDUCATION, CULTURE AND SPORT is committed to:**

Enabling all members of the community to experience the highest quality of learning opportunities in order that they may reach their full potential and contribute effectively in a democratic society.

### IT VALUES

- each individual in the community;
- everyone's potential for learning throughout the whole of life;
- unique differences amongst individuals;
- active participation in decision making;
- education's contribution to the development of society and the individual;
- our community's varied cultural heritage;
- the enjoyment of learning.

### IT AIMS TO

- provide equality of access to educational opportunities;
- foster an effective partnership between the Education service and the community;
- promote opportunity and counter disadvantage;
- develop respect for all members of the community;
- encourage active learners;
- offer stimulating and creative educational opportunities;
- emphasise a balanced approach to education;
- stimulate a sense of enterprise and innovation within the community;
- develop skills and prepare people for worthwhile employment;
- adapt to the changing needs of individuals and society;
- use the resources including personnel, premises and finance, available to it, as effectively as possible.

***“Inclusion, Achievement and Life Long Learning”***

## **BROOMHILL PRIMARY SCHOOL - Statement**

Your child is someone special and it is our aim to make his/her time at Broomhill a happy and profitable one. By providing an interesting, stimulating and secure environment we hope to create a community in which every child is eager to play his/her part.

To enable us to achieve this for the children in our care we require the assistance and co-operation of parents, for only by working together will your child receive the fullest benefit from his/her time here.

The 1981 Education Act

The Act, popularly known as 'The Parents' Charter', lays down that with certain provisos, parents may apply for the admission of their child to the school of their choice. The Head Teacher will be pleased to explain more fully the implications of this Act.

### **Broomhill School Aims**

In Broomhill School we endorse the Local Authority Educational Aims and embrace the aims of the Curriculum for Excellence to:

- focus classroom practice upon the child and around the four capacities of education:
  - successful learners
  - confident individuals
  - responsible citizens
  - effective contributors
- encourage learning through experiences

As a school we strive to:

promote a community feeling in school where all pupils, staff, parents, carers and visitors feel welcomed and valued.

encourage the development of happy and healthy children who are confident, responsible and caring towards each other and the environment.

**ensure high quality teaching and learning experiences to engender literate and numerate children with lively enquiring minds with the ability to question and argue rationally.**

foster an ethos of achievement in a safe, stimulating and interesting environment;

encourage self respect, self discipline, perseverance and independence through a broad and balanced curriculum

establish sound working relationships with all stakeholders including children, parents, staff and outside agencies.

improve the work of the school through commitment to professional development and ongoing self evaluation by parents, pupils and staff.

## **ENROLMENT AT BROOMHILL**

In January there is a Press announcement regarding enrolment of P1 pupils in Aberdeen City schools. Applications should be made by the given date. In June an invitation is extended to all parents to attend a meeting followed by an invitation to the children to spend a short time in their classroom along with their teacher and a group of their classmates. During the first term parents are invited to a meeting during which there is an opportunity to learn about the curriculum and experiences being offered to their child.

Any parent wishing to enrol a child at any time other than above should contact the Head Teacher, either by telephoning, in writing or by visiting the school.

Children who live in the Broomhill School catchment zone are entitled to transfer to Harlaw Academy after P7.

Placement Requests to other Secondary Schools should be made in January/February of the child's Primary 7 year and pupils will be admitted if there are places according to the relevant criteria.



## **OUR SCHOOL**

Broomhill School has a roll of approximately 340 pupils in 13 classes from Primary 1 to Primary 7. We have our own Nursery on the premises offering 40 places – twenty in the morning and twenty in the afternoon.

The school was built in 1895 and has had two major reconstructions since then. When it was built it had a central wooden staircase. The towers were part of the heating (hot-air) system. In 1936 the outside stair was taken away and the extension wings were added. In 1973 two toilet blocks were added and at the same time offices, a staff-room and a sewing room came into being on the first floor. In April 2012 the offices were relocated to the ground floor.

Apart from classrooms we have a computer suite, two libraries, a music room, a gymnasium, general purpose rooms (used for assembly and expressive arts), and a school dining room and servery. The use of these rooms will vary from time to time depending on the school roll. The dining area is also used by the Nursery and Infant Department for music and movement and other activities.

Each classroom is equipped with computers, a T.V. and a DVD/video player for curricular purposes and an interactive whiteboard with a ceiling mounted data projector.

## **Playground Supervision**

Pupil Support Assistants supervise the playground during interval and lunch break and deal with minor injuries such as cuts and bruises. The Pupil Support Assistants are an adult "point of contact" for the children should they need help during these periods.

Primary 7 children help to look after the younger children (P1 – P3) during playtimes, a task they enjoy and undertake responsibly.

In wet weather children who stay for lunch are allowed to be in school in their classrooms to read or play quietly. All pupils are encouraged to bring a quiet table activity eg. colouring book and pens or card game for indoor breaks. The Pupil Support Assistants visit the classrooms in a supervisory capacity. Children who go home for lunch should **not** return early to school in wet weather.

## **THE ASSOCIATED SCHOOLS GROUP – A.S.G.**

Broomhill School is an associated primary of **Harlaw Academy** and belongs to the Harlaw Associated Schools Group (A.S.G.) along with Kaimhill and Ferryhill Primaries.

The A.S.G. works to ensure the smoothest possible transfer of our pupils from the primary to the secondary sector with due consideration to continuity and coherence in education and provision.



## SCHOOL HOURS

### Primary 1 - 2

8.55 a.m. - 12.30 p.m.

1.30 p.m. - 3.10 p.m.

### Primary 3 - 7

8.55 a.m. - 12.10 p.m.

1.10 p.m. - 3.10 p.m.

The school assumes responsibility for pupils at 8.55 a.m. when the school day begins. Please ensure that children do not arrive in the playground too early and are appropriately dressed in inclement weather.

Any variations in school hours will be intimated by the Head Teacher in writing.

### Attendance

A request should be submitted to the Head Teacher if a need arises to withdraw a child during term time or even briefly during normal school hours .

**In no circumstances will a pupil be allowed to leave the school for an appointment or any other reason unless he/she is collected from the office by a parent or a parent's representative.**

It is a statutory requirement to record the attendance rates and rates of authorised and unauthorised absence of pupils. Therefore, children who have been absent for any reason must bring a short explanatory note on their return. If you are aware your child will be absent then it is helpful to inform the school office.

Please telephone for short absences and minor ailments to prevent a Groupcall text alert being sent to your mobile phone.

If your child is to be absent unexpectedly after lunch please telephone the school office so we know the child is in your care .

Latecomers report to the school office for registration and to cancel any Groupcall alert notified by the class teacher who would be assuming absence. Please note that the only access into the school building after 9.00 am is through the Gray Street door.

Frequent or unexplained absences or persistent lateness will be reported by the Head Teacher and investigated by the Home School Liaison Officer.

## SCHOOL CROSSING PATROLS

The time for the Crossing Patrols are as follows:

<b>Broomhill Road/Gray Street</b>		
<b>Holburn Street/Gray Street</b>		
8.20 am	until	9.00 am
3.05 pm	until	3.30 pm

In the interest of safety please encourage your child to use supervised and/or assisted crossings when available on their way to and from school. Children should also be made aware of the dangers of traffic using lanes and driveways on their route to school.

### **Safety Reminder**

For their own safety, children are not permitted to walk through the school car park area **at any time.**

### **Parking**

Parents are reminded that there is no stopping on zig-zag yellow lines around the school gates – Gray Street and the back lane. Roads Department notices clearly display all restrictions to stopping and parking around the school area. Please be mindful of the safety of all children coming to and leaving school.

### **EMERGENCY PROCEDURES**

The school office must have an up-to-date record of each child's address, home telephone number, parents' daytime number and at least one other emergency contact number of a relation or family friend living close by and prepared to serve as a storm address should the parent be out. Parents are asked to inform the school office in writing of any changes to this information.

In the event of a severe weather or any other emergency closure an announcement will be made on the Council website [www.aberdeencity.gov.uk/closures](http://www.aberdeencity.gov.uk/closures) , on Northsound Radio and the School Information Line (08700541999 PIN 011200) Please do not send your child to school or delay collecting your child on hearing an emergency announcement.



## **COMMUNICATION WITH PARENTS**

The Head Teacher issues a regular newsletter to parents to keep them informed of school news, developments, problems and successes. Information letters are issued to stages/classes/groups as appropriate.

Aberdeen City Council has occasion to communicate with parents and such communications are distributed through the school - as are Scottish Government communications relating to education.

During the year parents will receive a written report and will have the opportunity to discuss their child's work and progress at interviews twice a year. If the school identifies any concern parents will be contacted by the class teacher, head of department or head teacher.

It is important that parents **do not** visit classrooms to engage the class teacher in discussion during the school day - the teacher's first responsibility is to the children in his/her care. Should the need arise, an appointment can be arranged at a mutually convenient time, through the school office or through an exchange of notes via the pupil.

An appointment can also be made through the school office to speak to the Head Teacher or either of the Deputy Head Teachers should any issue need clarification. It would help if parents indicated the nature of the enquiry at the time of making the appointment.

## **HEALTH CARE**

### **Primary 1 Screening Tests**

Screening tests for height, weight and vision are carried out throughout Primary 1. Anything important identified will be brought to the attention of the teacher and parent.

### **Continuous Review**

The child's health is kept under review and any problem arising may be referred to the school Doctor by the teacher, school nurse or parent.

### **Dental Care**

All primary pupils receive a dental inspection and parents will be notified if treatment appears to be necessary. They can then decide whether to have treatment done by the school Dental Service (at the Denburn Health Centre) or to make private arrangements.

## **Emergency Contact**

The school office must have an up-to-date record of each child's address, home telephone number and parents' day-time number. In addition the school requires at least one other emergency contact number of a relation or family friend living close by who is prepared to serve as an emergency contact in the event of an accident or ill health.

## **First Aid**

The school has ample first aid kits for emergencies. Minor injuries will be dealt with in school by a Pupil Support Assistant or a member of the teaching staff. School staff are only permitted to bathe injuries with water and/or apply a dry dressing. If further attention/treatment is deemed necessary, parents will be contacted.

When a more serious injury occurs, medical help will be sought immediately and the parents informed as soon as possible.

## **Medical History**

Parents are asked to inform the school if their child has a medical history that would affect his/her treatment in the event of an emergency.

## **Head Injuries**

Any head bump/injury is taken seriously and parents are informed as soon as possible either by telephone or by a note sent home with the child.

## **Medication for chronic conditions**

The school should be aware if the child is receiving any medication which could affect mood, behaviour or performance. The school is happy to assist in the management of **long term** medication prescribed by the child's doctor – please contact the Head Teacher to discuss needs and set up the protocol.

## **Asthma**

The child should be encouraged to take care of his/her own inhaler and have access to them at all times including on trips and visits. A spare inhaler should be given to the class teacher - clearly labelled with the child's name and room number.

## **Eczema**

Children suffering from severe eczema are encouraged to keep a jar of emollient cream or similar in school to apply when the condition becomes troublesome.

## **MEDICINE IN SCHOOL**

Medicines (anti-biotics, cough mixtures etc.) need careful storage both in terms of temperature and child safety. For such reasons medicines should **not** be brought to school. Most common ailment medications for children can be administered three times a day - after breakfast, when the child gets home from school and at bed time. Sometimes there will be a need to take prescribed medication during the school day. If this is the case parents must come to the school office to complete the necessary paperwork for us to administer the medicine.

### **Illness**

Please do not send a child who is clearly unwell to school. All time in school should be positive, rewarding and enjoyable. Children should return to school after an ailment when they are well enough to cope with a school day, including the playground. All children will be encouraged to put on their appropriate outdoor clothing and benefit from fresh air at interval and lunch break.

***If a pupil becomes unwell while in school the parents will be informed as soon as possible and asked to collect their child.***

### **Head Lice**

This is an intermittent problem in school. Parents discovering their child is infected must seek advice from their Health Visitor or Chemist and **inform the school**. This is a common and easily treated problem which carries no stigma as in days gone by. It is important to let the school know so that parents of children in the same class can be alerted in line with the current local Health Board policy.

### **Animals on the Premises**

It is Aberdeen City Education Authority's Policy that no pets owned by any member of staff, parent or guardian should be allowed into any part of the establishment. It should be understood that any part of the establishment includes playgrounds, car parks and playing fields.

## **PUPIL SUPPORT**

In keeping with the Additional Support for Learning Act help and support are provided for children who may be having issues with learning, behaviour or physical difficulties.

The school has an Additional Support for Learning resource. The Support for Learning teacher is allocated to classes/individual pupils within the school for short periods of time to support their learning. This support may take the form of assessment or small group tutoring to address revision or extension work or to improve confidence/ understanding in an area of the curriculum.

Additional Support for Learning teachers are trained to help schools meet the children's needs. It is a very limited provision and to ensure maximum benefits to our pupils we allocate it flexibly, reviewing priorities regularly.

Over the course of a school year a large number of our children will benefit from this resource. The Additional Support for Learning teacher works closely with the child's class teacher to help the child/children achieve identified targets.

When a child is allocated support time - individually or as a member of a group - a note may be sent home to keep parents informed and enable them to work in partnership with the school to help the child make the most of this additional provision.

## **EDUCATIONAL PSYCHOLOGIST**

In common with all Aberdeen City schools, Broomhill has a visiting Educational Psychologist who can be called upon to provide more specialised help with educational and behavioural problems. The Educational Psychologist works with the teacher, the pupil and the parents.

### **Speech Therapy**

Help and support are available for children who are having difficulty acquiring clear speech. Early detection of these problems is important and they can often be resolved quickly. Children can be referred to the speech therapists by parents or school. Appointments are made outwith school hours at local Health Centres and parents are encouraged to keep all appointments made.

## **Equal Opportunities**

In common with all Aberdeen City schools it is the policy at Broomhill to promote equality of opportunity and good relations between persons of different cultures, creeds and ethnic backgrounds.

Aberdeen City Multi-cultural and Anti Racist Guidelines state, "Multi-cultural and anti-racist education must be seen as an integral part of the learning process for all".

## **English as an Additional Language**

Provision is made for children for whom English is an additional language and the school, when necessary, calls upon the help of the E.A.L. Unit serving the City.

## **CHILD PROTECTION**

Given ongoing public concern on the subject of child abuse, and changes in the law, schools are required to report if we have any reason to suspect a child may be at risk.

Each school has a specially trained Designated Officer responsible for Child Protection matters.

Where there is any possibility that a child could be at risk of abuse or neglect, the school has a duty to refer the child to Social Work, the Police or the Children's Reporter. Under these circumstances the school's primary responsibility is to the child and the parent would not normally be consulted first.

*The duty placed on schools is to report concerns not investigate or authenticate.*

Should you wish to talk further about Child Protection and the safety of children please feel free to contact the Head Teacher.



## **INSURANCE**

The insurance position of your child whilst a pupil with the Education Authority is covered by the following statement:

**"Aberdeen City Council does not hold insurance which would automatically compensate school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate. Parents should also consider insurance cover for pupils engaged in sports activities and participating in particular school trips.**

**Aberdeen City Council does hold Public Liability Insurance, which indemnifies the Council for any legal liability in respect of claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, a claim would not be accepted by the Council."**

The position at Broomhill is as follows:

We take out insurance cover for the children for all educational trips and visits.

The insurance that is used covers the children per trip/day and the cost is included in the child's contribution towards the trip.

Parents should be aware that even with close and caring supervision, due to the nature of activity-based learning there are times when a pupil will be out of sight of the class teacher and/or supervising adult.

## **Copyright**

Please note the following reference to Copyright which all Authority Schools have been advised to include in their school booklet:

**"Books borrowed from school or college libraries may not be copied by outside bodies, e.g. commercial copy shops, without the written permission of the publishers. In conjunction with rights owners, CLA is taking legal action against copy shops that are found to be illegally copying from books for students".**

## **SAFETY EDUCATION**

Regular instruction is given in all aspects of Safety Education and parents are asked to supplement this instruction, particularly in road and home safety education. It is important that all pupils understand the importance of obeying the instructions of Crossing Patrol Officers and of crossing roads where they are on duty. Parents are asked to reinforce this message.

Talks are given by the police and other agencies and films are shown to children regarding “Yell Run Tell” or Stranger Danger and general safety messages as appropriate. Parents are encouraged to reinforce the messages by reviewing any safety literature brought home by the child.

Pupils using the Internet are instructed as to the dangers it holds if Safety Guidelines are not followed. Pupils are expected to sign a contract/agreement with reference to the appropriate use of the equipment and facility.

Weekly fire-bell tests are undertaken and full evacuation fire-drills are carried out each term which exercise pupils and staff in the timely and safe evacuation of the school buildings.

## **SCHOOL UNIFORM**

Children are encouraged to wear their school uniform when attending school and when representing it elsewhere. **Children wear school uniform and most are proud to do so.** Parental support in this area is appreciated. Children should wear sensible shoes as an accidental fall in the playground or on the school stairs could have serious consequences.

Children must be dressed appropriately for school – fashion clothing in school colours is not always appropriate as fashion styles vary and some are clearly leisure/party wear.

### **Basic Uniform**

**BOYS** : Grey trousers: grey or white shirts: green or grey knitwear or sweat-shirt

**GIRLS:** Green gingham dresses (optional for summer):grey skirts, pinafores or kilts: green or white blouses: green or grey knitwear or sweat-shirt.

School blazers are green - optional

Green outdoor jackets and fleeces are sold by the PTA

School t-shirts, polo-shirts, sweat-shirts and ties may be purchased through the school office as can school homework bags and water bottles.

Children should have a smock or some form of protective clothing for art/craft work - an old shirt (from dad or an uncle) is ideal for older children. Children should **not** wear jeans to school as these are best kept for casual wear.

## **Gym Kit**

It is important for reasons of safety and hygiene that all pupils are properly dressed for gym.

All children should come to school in their school uniform and change for physical activity lessons.

### **The recommended kit for gym and field for boys and girls is as follows:**

Plain black/dark gym shorts, school or plain white tee-shirt and gym shoes

Gym shoes should be of the non-lacing kind for younger children. Gym shoes worn in the gym should **NOT have been worn outside** (as grit can damage the wooden floor) and should not have black soles. Beach or casual wear is not suitable for school activities. Children should not wear football kits to gym or field as it encourages unhealthy team rivalry and is far removed from school uniform.

**Jewellery** is dangerous when worn during physical activity and children will be asked to remove such items for the duration of the lesson. Please remember that playground activity can be just as boisterous and careful consideration should be given to the appropriateness of anything worn to school. In particular, valuable jewellery should not be brought to school in case of loss or damage.

***ALL REMOVABLE CLOTHING SHOULD BE LABELLED.***

## **Clothing Grant**

A clothing grant is available to families in need. An application form to apply for this can be obtained from the school office or Education, Culture and Sport Support Team, Marischal College, Broad Street, Aberdeen AB10 1AB.

## **Lost Property**

Please name all items of clothing which might get lost at school. This makes it easier to find the owner of lost property. Many children cannot identify their own clothing, particularly items of uniform.

Lost property is kept in the lost property box in the infant hall for a reasonable period of time.

**Money or valuables should never be left in the cloakroom area.**

**Expensive personal property/toys should not be brought to school as the school cannot take responsibility for their safekeeping.**

**Mobile telephones are discouraged and must not be switched on in school – any contact with parents during the school day must be through the school office.**



## **SCHOOL MEALS**

School meals are provided for all pupils who request them. Lunch tickets should be purchased on a Monday morning from 8.30 am - 9.00 am at the Gray Street entrance, just outside the gym. They are sold in books of ten. Individual tickets may be purchased each day at lunch-time after all the children with tickets have been accommodated.

School meals are not prepared on the premises – we have servery facilities only. Menus are sent home with the children. Numbers are supplied to the kitchens on a daily basis and a choice of meals is delivered to the school daily. We have a large number of children staying for school meals and choice may be limited towards the end of each sitting.

Facilities are provided in the dining area for those who bring packed lunches. The dining area is supervised by the pupil support assistants.

Application forms and information about free school meals may be obtained from the school office. In general, children whose parents are receiving Income Support or Jobseeker's Allowance are eligible for free school meals on production of appropriate documentation.

**Children who stay at school for lunch are not allowed to leave the school grounds. In the event of a medical appointment parents should contact the school and arrange to collect the child at a given time from the school office.**

## THE CURRICULUM

The 'National Debate on Education' confirmed that a number of features of our Scottish curriculum are highly valued. These include flexibility, the commitment to breadth and balance in the curriculum and the quality of teaching.

### Curriculum for Excellence

'A Curriculum for Excellence' guidelines to schools provides an explicit statement that the aim of education is to enable all young people to become:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors.**

The development of these capacities, attributes and capabilities lies at the heart of our work on curriculum design.

The "Curriculum for Excellence" has established clear principles for curriculum design: *challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.*

Broomhill Primary School follows the principles and methods set out in the Curriculum for Excellence.

As a means of ensuring sufficient **breadth**, eight areas have been identified as the framework for learning. The curriculum areas are:

- Language
- Numeracy and Mathematics
- Health and wellbeing
- Sciences
- Social studies
- Technologies
- Expressive arts
- Religious and moral education

Teachers ensure **balance** by allocating appropriate time to each area of curricular activity and by providing a variety of learning experiences.

When planning, teachers address **coherence** by establishing links across various areas of learning so that pupils begin to make connections between one area of knowledge and skills and another.

By building on pupils' previous experience and attainment **continuity** is ensured.

Curriculum for Excellence recognises that children have varying abilities and progress at different rates. Statements of experiences and outcomes describe expectations of learning and progression from the early to the fourth curriculum level, during the period from the early years to the end of S3. They do not have ceilings, to enable staff to extend the development of skills, attributes, knowledge and understanding into more challenging areas.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels as indicated below:

<b>Level</b>	<b>Stage</b>
Early	Pre-school and P1 or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some.
Senior phase	S4 – S6

Within their work pupils are set a series of challenging but attainable goals which allow them to progress at their own rate, suitable for their level of ability and understanding.



## LANGUAGE

The language and literacy experiences and outcomes are structured within three main organisers:

- Listening and Talking
- Reading
- Writing

Within these organisers there are subdivisions:

*Enjoyment and choice* experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The *tools* sections include important skills and knowledge; for example in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on *finding and using information* include, in reading, critical skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts.

The *creating texts* experiences and outcomes describe the kind of opportunities which will help children develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

The development of literacy skills plays an important role in all learning. Literacy skills are developed and extended by giving all children the opportunity to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness of diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading.

## NUMERACY AND MATHEMATICS

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

### Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

### Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

### Information handling

- Data and analyses
- Ideas of chance and uncertainty

Learning in Mathematics enables the children to:

- develop essential numeracy skills which allow them to participate fully in society
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

## HEALTH AND WELLBEING

The statements of experiences and outcomes are structured into the following organisers:

- Mental, 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.

Children can expect their learning environment to support them to:

- develop self awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.



## SCIENCES

The key concepts within science have been identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Learning in science will enable children to:

- Develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

## SOCIAL STUDIES

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events and societies
- people, place and the environment
- people in society, economy and business.

Learning in the social studies will enable children to:

- develop an understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers





## TECHNOLOGIES

The technologies framework has been organized to offer opportunities for personalization and choice using diverse contexts for learning.

The technologies framework has six organizers, namely:

- technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- Develop understanding of the role and impact of technologies in changing and influencing societies
- Contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- Gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- Become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- Be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- Broaden their understanding of the role that Information and Communication Technology has in Scotland and in the global community
- Broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- Experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

## **THE EXPRESSIVE ARTS**

The framework for expressive arts begins with experiences and outcomes for presentation and performance followed by the experiences and outcomes in:

- art and design
- dance
- drama
- music

The children's learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

### **Musical Instrument Tuition**

The provision of instrumental instruction is an extra to the school curriculum. Lessons are given during the school day and involve release from normal school work. Pupils are selected for instruction by the tutors involved. The number selected depends not only on aptitude but also on the availability of instruments and instructors. At the present time we have tuition in piano, violin, cello, guitar, double bass, accordion and a number of brass instruments. If you wish your child to be considered, please send a written request to the Head Teacher. Your child's name will then be placed on the waiting list if necessary. Children will usually be in P4 before they will be considered (occasionally P3 for piano/violin only). Fees are payable for tuition.

## RELIGIOUS AND MORAL EDUCATION

Learning through religious and moral education enables the children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, and other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion, and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop their skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Our school chaplain is Mr Cowie of South Holburn Church on Holburn Street. The school chaplain visits the school taking classes and assemblies and attends and participates in the end of term services.

Since we do not have the accommodation to gather the school on our premises our school end of term services are held in South Holburn Church on Holburn Street.

We have stage/departmental assemblies on a regular basis for all pupils throughout the school year.

The pupils and the staff respond to charity action programmes and the needs of others less fortunate than themselves.

## **PERSONAL AND SOCIAL DEVELOPMENT**

Personal and social development is at the core of our work cutting across all areas of the curriculum. It is concerned with:

- self-awareness and self-esteem,
- an appropriate and positive regard for self, and for others and their needs
- taking increasing responsibility for one's actions

Our school aims are centred around supporting the children in becoming successful, enthusiastic and independent learners with the confidence to meet life's challenges. From an early stage all pupils are encouraged to make informed decisions and take responsibility for their actions.

## **MODERN LANGUAGES**

Broomhill School offers all Primary 6 and 7 pupils either French or German.

This area of the curriculum is delivered by the class teacher (where he/she has been trained) or by one of the trained teachers serving as a "drop in teacher" where appropriate. Two lessons are offered to each class per week. Although we offer both French and German in Broomhill the language taught is dependent on staffing and not selected by the pupil.

## **ASSESSMENT IS FOR LEARNING (AiFL)**

We regard ourselves as an AifL School.

"Assessment is for Learning provides a coherent framework for assessment, in which evidence of learning can be gathered and interpreted to best meet the needs of learners, their parents and teachers, as well as school managers and others with responsibility for ensuring that education in Scotland is as good as it can be."

Learning and Teaching Scotland

We use assessment to:

- support classroom learning and teaching
- promote autonomy in learning
- make sound judgements about learning and school effectiveness

We are responsive to research which shows how learners learn best by:

- sharing learning intentions and success criteria with children to ensure they understand clearly what they are trying to learn and what is expected of them.
- giving feedback about the quality of their work and what they can do to make it better
- giving advice about how children can go about making improvements
- involving children in deciding what needs to be done next, and who can give them help if they need it.

Children are involved in self and peer assessment to support them in developing the attributes and the skills they need to become resilient, self-motivated learners.

Assessment ensures standards are understood and shared by teachers, the learners themselves, their parents and other adults who are either directly engaged in or supporting the learning process.

Parents are given a formal written report once a year and verbal reports during interviews with the class teachers on Parents' Nights.

Promoted Staff and the Additional Support for Learning teachers are available for consultation about any child giving cause for concern.

Parents are encouraged to make an appointment to speak to the class teacher or the Head Teacher should they have any cause for concern.

Should a teacher establish that a child is having problems the parent may be invited into school to discuss the matter.

After appropriate consultation the services of the School Educational Psychologist or other agency may be engaged by the Head Teacher.

## **TEACHING APPROACHES**

Before a child starts school he/she has already learnt a great deal. This pre-school learning has no artificial separation into individual subjects and learning takes place in an integrated way with activity an key feature.

The school builds on this experience providing opportunities for learning though play and through collaborative and interactive tasks. Teachers vary their approach according to the needs of the individuals in their class at any one point in time.

Appropriate use is made of whole class teaching, group teaching (ability, social or mixed ability groups) and individual teaching depending on the needs of learners.

## **EDUCATIONAL VISITS**

Educational excursions and visits are organised to enrich the children's learning experience and pupils frequently benefit from visitors and speakers who come to share their expertise with the young learners.

Not all work is recorded in jotters. A wealth of work goes into class displays, class project books and oral presentations. The opportunities afforded the children to share their new knowledge and discoveries with their peers builds their confidence, independence and self esteem.

Educational visits outwith the school make an important contribution to the curriculum. They vary from simple walks round our own locality conducting investigations to more detailed excursions involving hired transport to places of interest. A number of parents accompany pupils and staff on these educational visits and we appreciate their help on these occasions. The P.T.A. awards the school a generous "travel grant" annually. This grant is used to meet half of the transport costs with the remaining costs being met by parental contribution.

Children may also be given the opportunity to go on longer trips where learning to live together is an important part of the venture. We organise a residential trip for Primary 7 whenever possible. Costs of residential trips are met in full by the parents of participating pupils.

### **Grants to Help Families**

In certain circumstances grants to help cover the expenses of residential school trips are available from Aberdeen Endowments Trust, 19 Albert Street, Aberdeen, to whom applications should be made.

## HOMework

After widespread consultation with parents we have formulated a detailed school homework policy which is issued to all families. Extra copies are available on application to the school office.

Homework given to pupils may take many forms and may be for a variety of reasons.

Spelling, language work, mathematics, research work, collecting material for Environmental Studies, are all tasks which may be set.

Whatever the task, the homework will be purposeful, be geared to the level of the child and set for the benefit of the child.

Each day it should take, on average, from 15-30 minutes to complete as the child progresses through the school.

If a parent has any query about the homework which has been set or the length of time it takes to complete, they should arrange to discuss the matter with the class teacher, Deputy Head Teacher responsible for the department or the Head Teacher.

The School welcomes **and expects** the support of parents in ensuring that any homework set is completed satisfactorily and signed by the parent. By signing the homework assignment parents indicate that the presentation of the child's work is to a standard they consider satisfactory.

Teachers will inform parents if homework is not being completed satisfactorily. When homework is habitually not completed a member of the management team will contact the parent and, where support is not forthcoming, the teacher will be relieved of the responsibility of setting and chasing homework thus enabling their time to be used more profitably.

In addition to regular Homework, school work may be sent home for completion if deemed necessary by the class teacher - but only if the child has been at fault e.g. deliberate time wasting/capering in class.

School work (other than reading assignments) **is not set** during absence from school due to short term ill health or family holiday. Taking children out of school for family holidays during term time is discouraged and recorded as unauthorised absence.

## **PARENTAL INVOLVEMENT**

We welcome and depend on help from parents and volunteers in school. Parents are involved as follows:

- Workshop Mounting work, covering books, photocopying etc.
- Libraries Cataloguing books, tidying up, etc.  
Reading to groups.
- Special events Book Fair, sponsored walk etc.
- Outings Parents help with these to enable us to have the required adult/child ratio.
- Classrooms helping with activities in school especially in the Infant Department.
- Giving talks where knowledge/interest is relevant to the topic being studied.

### **Parents' Skills Bank**

We have established a list in school of parents who have skills to support and enhance the curriculum.e.g engineers from Oil and Gas, from within the parent body, sharing their expertise; mums setting up a knitting club for pupils and one mum who organised taster sessions of different team games in the gym. If you feel you have any skills to offer, please contact one of the management team.

### **Parents' Room**

We have a Parents' Room on the first floor. Parents are welcome to use this room for a coffee or for organised events.

*All parents and volunteers working in school are required to be disclosure checked under the PVG Scheme.*

**WE APPRECIATE ALL THE HELP GIVEN IN SCHOOL**



## **EXTRA-CURRICULAR ACTIVITIES**

During each session many pupils will be able to participate within and outwith school hours in activities such as football, tennis, basketball, choir, drama, gymnastics and Scripture Union.

Our football teams are organised by dads/friends and play in the leagues and local competitions most weeks in the season. There is also football in the 'Woodies' for those too young to be involved in competitive games. Girls are encouraged to play a prominent role in school football and participate in tournaments.

Basketball is growing in popularity in school with team participation in local competitions.

Young Leaders from Primary 6 and 7 lead play activities in the playground particularly for our younger pupils.

Parents are very welcome to help with any of the lunchtime or after school activities, or to offer any new activity in which they have an interest. Please contact the Head Teacher if you wish to help.

## **PUPIL CONSULTATION**

The children have a voice in a number of everyday school management issues.

Pupil Councillors representing all P3 to P7 classes are elected and meet to discuss issues raised by pupils. The Pupil Council also acts as a consultation board for the school Management Team.

Children also have representation and a voice on other committees namely:

Eco School Committee, Health Promoting School Committee and the Enterprise Committee. All are active and impact on the life of the school.

## PARENT COUNCIL

Broomhill School enjoys the support of a Parent Council. The Parent Council encourages parental involvement and keeps parents informed. The Parent Council meets approximately once a term and publishes regular newsletters.

When your child is enrolled in Broomhill School you automatically become a member of the Parent Forum. Any parent may attend Parent Council Meetings, the dates of which are published in the newsletter and on the Parent Notice Board at the Gray Street door.

## PARENT TEACHERS ASSOCIATION (PTA)

We have an active PTA. When your child is enrolled at Broomhill School you automatically become a member. The PTA Committee has elected to continue as a distinct body from the Parent Council. Each session the committee arranges a programme of activities. **Please do come along to support and enjoy our functions.** As well as fulfilling its community role the PTA is a formidable fund raising organisation. The school benefits greatly from the funds raised in many and various ways.



## STANDARDS OF BEHAVIOUR

We hope parents will find that the following notes help them to understand the standards of behaviour we expect at Broomhill School, and how we hope to achieve them. Care is taken within the school to develop in pupils reasonable and responsible social attitudes and relationships, to cultivate consideration for others and to encourage the practice of good manners, a good attitude to work, initiative and self-reliance. The school will always try to work closely with parents because this leads to the greatest success - a child's behaviour is seen as a **joint responsibility** between home and school.

- a) the home encourages respect for the school and its staff;
- b) the school staff shows consideration to both parents and pupils.

With our "Red Card" scheme parents get an early alert if their child is having difficulty conforming to appropriate standards of behaviour.

This has been further developed through the use of playground tokens – green, amber and red- to both reward positive behaviour and alert us to situations causing concern.

### **Praise and Encouragement**

It is all too easy to develop an attitude to discipline based on offence and punishment. Although there are occasions when it is necessary to reprimand, both parents and teachers should keep in mind that **PRAISE** is much more effective in changing behaviour.

The school is a community and therefore relies on everyone having consideration for others. All communities have rules which must be observed if the system is to run smoothly. By encouraging the children to behave well and be thoughtful and considerate to others we are also helping them to become useful members of the much larger community to which we all belong.

In school Primary 7 pupils are chosen as Monitors - helpers for the younger children at playtimes. School Prefects are also chosen from Primary 7 to help with general duties during intervals and lunch breaks.

### **Anti-Bullying Policy**

A copy of Broomhill School Anti-Bullying Policy is issued to all parents - extra copies are available through the school office. Please do not hesitate to contact the Head Teacher should you have any concerns or if your child is clearly unhappy in school.

## **Vandalism**

Any vandalism must be reported to the Head Teacher. If their child is found to be in any way responsible, parents will be informed and asked to contribute to the cost of the repair.

## **Expectations – Rights and Responsibilities**

It is essential that all pupils understand acceptable standards of behaviour most of which are concerned with their safety and that of others. As a school we emphasise that we all have rights but also responsibilities. Every child has a right to be happy in school – each also has a responsibility to ensure that their behaviour does not impact on the opportunities of others in a negative way. Parents are informed when a pattern of behaviour is causing concern and the child is not responding to counselling.

## **General Expectations**

These can apply to the school in general or more specifically to the playground or the classroom.

### **School**

Concerned with:

- *behaving responsibly;*
- *being polite to all adults and children;*
- *walking everywhere in school and moving carefully on stairways in a quiet, orderly fashion;*
- *behaviour and hygiene;*
- *punctuality.*

### **Playground**

Concerning such things as:

- *staying on premises at all times during school hours;*
- *climbing on to flat roofs\* or over fences to retrieve balls;*
- *fighting and bad language;*
- *courtesy in the playground;*
- *litter.*

\*Aberdeen City Council has used anti-climb paint on the approaches to the flat roofs. Any breach of the directive “No unauthorised access” must be reported to the police.

## **Classroom**

Concerned with co-operation, consideration and tolerance:

- *teachers have a right to expect co-operation*
- *all pupils have a right to learn*
- *individual pupils cannot be allowed to disrupt the learning of others.*

## **Summary**

Children need to develop a sense of responsibility. In school they are responsible for looking after all books and equipment which they handle. They have to learn to share the responsibility of looking after the school and its surroundings and, of course, they must learn to care for the welfare of their fellow pupils.

For the majority of children these standards present no problems. A few will require extra help and guidance.

Children should be made aware of the kind of behaviour which is acceptable and why.

Where a child is showing a pattern of consistently unacceptable behaviour it will be necessary for the school and the parents to work closely together to help the child. It may be necessary to tackle the problem in stages.

When behaviour becomes a cause for concern in any way, parents of individual pupils will always be informed and the matter discussed with them. In extreme cases Aberdeen City Council Education Department policy allows for the exclusion of pupils.

**We hope that your child's education at Broomhill  
is a happy and rewarding experience.**

**We invite you to contact the Head Teacher to discuss any aspect of  
school life that you wish clarified.**

## NOTES