

Happiness Nurture Aspiration Respect Integrity

DENS ROAD PRIMARY SCHOOL AND NURSERY

Staff Handbook



Dens Road Primary School and Nursery

Staff Information Handbook 2025-26

Welcome to the Dens Road Primary School and Nursery Staff Information Handbook. This will be saved in the Dens Road Primary School and Nursery Staff MS Teams page, and you will be advised of updates.

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CURRENT STAFF LIST

<p><u>SENIOR LEADERSHIP TEAM</u> Headteacher: Mr Daniel Albayati Depute Head: Mrs Jenna Lux</p> <p><u>CLASS TEACHERS</u> <i>Full time unless otherwise indicated.</i></p> <p>P1a – Mrs Erin Wilson P1b – Miss Chloe Lee P2 – Miss Phoebe Gill P3 – Miss Rosie Clark P3/4 – Mrs Laura D’All P4 – Miss Erin Cooper P5 – Mr Blair Kettles P5/6 – Mrs Sarah Shepherd P6 – Mr Graeme Robertson P7 – Miss Anna Bluff</p> <p><u>NON-CLASS COMITTED TEACHERS</u> <i>Full time unless otherwise indicated.</i></p> <p>Miss Bekka Millar Mrs Suriya Chohan (Tues-Wed) Mrs Lesley Moulf (Tues-Fri) Mr Paul McBean Mrs Lara Mulherron</p>	<p><u>SUPPORT STAFF</u></p> <p>Mrs Ruth Button – PEYSA Mr Ryan Young – PEYSA Mrs Nicae Hutchins - PEYSA Miss Zara Suleman - PEYSA Mrs Suzanne El-Anis – PEYSA Miss Jade Ireland – LCA Mrs Bridget Oladipo - LCA</p> <p><u>OFFICE STAFF</u></p> <p>Shelley Noble – Admin Officer</p> <p><u>OTHER PARTNERS</u></p> <p>Denise Gormley - School and Family Development Worker Amanda Robb – Educational Psychologist (DEPS) Michelle Bruce - Active Schools Coordinator</p> <p><u>JANITORIAL</u></p> <p>Alex Gorrie Melanie McGovern Ross Noon</p>
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NURSERY STAFF

Mrs Leza McCartney - Senior Early Years Practitioner
Miss Neve O'Leary – Senior Early Years Practitioner

Mrs May Scally – Nursery Teacher (Mon-Thurs)

Mandy McCormack – Early Years Practitioner
Ainnia Sivewright – Early Years Support Assistant
Dawn Henderson – Early Years Support Assistant
Raynor Ebblewhite – Early Years Support Assistant
Nicky Buchanan - Early Years Support Assistant

Laura Carmichael – Early Years Educator
Alexis Fyffe – Early Years Educator
Susan Sylkina – Early Years Educator
Georgia Thomson - Early Years Educator
Amy Kidd – Early Years Educator
Alicja Stanczack – Early Years Educator
Rebecca Dallas - Early Years Educator
Pauline Page - Early Years Educator
Brooke Galloway - Early Years Educator
Erin Connor - Early Years Educator

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OUR SCHOOL VALUES

At Dens Road Primary and Nursery School, we believe that every young person should have the best possible start to their education and should be given a range of opportunities and skills to fulfil their potential.

We are committed to providing a challenging and stimulating environment where the success of all is important and can take on many different forms.

We believe that the supportive and nurturing ethos provided by all staff allows our learners to grow and develop at their own pace, and flourish in confidence and ability. Our school allows our young people to be understood as individuals with individual needs.

All that we do at Dens Road Primary and Nursery School is underpinned by the following Vision, Values and Aims:

Our Vision

Dens Road School and Nursery, a community inspiring everyone to be the best they can be.



Our Values

nurture



aspiration



happiness



respect



integrity



Our Aims

We are safe.



We are respectful.



We are ready.



The Following Learning, Teaching and Assessment Blueprint is under review this session (25-26):

During the Lesson

- **Children are actively involved in the learning and engaged throughout.**
- The four 'Teaching Children to Listen' visuals are used when appropriate. *Refer to [Supporting Documents \(TCTL, page 8\)](#).*
- Metacognition strategies are used to help learners understand the way they learn. *Refer to [Supporting Documents \(Metacognition, page 9\)](#).*
- Skilled questioning is used to challenge, promote curiosity, independence & confidence to enable Higher Order Thinking Skills in all learners. *Refer to [Supporting Documents \(HOTs, pages 12-14\)](#).*
- Children's views are listened to and there is evidence of pupil voice/pupil choice regarding learning and teaching.
- Consideration is given to cultural needs/differences.
- A range of AiFL strategies are used. *Refer to [Supporting Documents \(AiFL p.15-17\)](#).*
- Creative resources and approaches are used including digital technologies to support the learning experience. *Refer to [Digital at Dens Jan-24 updated.docx](#).*
- The lesson is coherent with a clear beginning, middle and end (e.g., review of previous learning, engaging introduction, 'We are learning...' and 'Steps to Success' are shared/co-created using this language, variety of methodologies, plenary session).
- Resources are well organised and prepared.

Moderation

Moderation is an essential part of school improvement.

All aspects of the Learning, Teaching & Assessment Blueprint are moderated regularly by staff and pupil voice is regularly gathered and used as feedback for progress.

We ensure all parts of learning, teaching and assessment are included in moderation cycles.

Learning Environment

Consistent Universal Support

Class Visual Timetable
TCTL Visual Aids displayed
Feelings/Check in Chart
Calm Corner/Space

Front facing IWB
Help Desk

Relationships Blueprint
followed by all adults.

Consistent Targeted Support

Individual schedules
Use of timers
First and Then boards
Individualised Resources

Refer to [Dundee City Council Good Practice Checklist](#) for further ideas.

Classroom Organisation

Classrooms are calm, organised and purposeful.
An established system for classroom duties/jobs/roles is in place.
All resources are labelled and easily accessible.
Finished work trays are clearly marked and extension/challenge tasks are available to all learners.

Classroom Areas

All classrooms must have an inviting Library Area.
All classrooms must have a Digital/STEM area set up in line with [Digital at Dens Jan-24 updated.docx](#).
All other areas must provide opportunities for children to extend their learning. The areas reflect age and stage and are guided by available space.

Displays

Wall displays are meaningful spaces that support learning. They are a mixture of children's achievements, pupil voice and visual aids to support learning. Teacher's name and class on door
House Points display

Standard Displays

Literacy learning wall
Numeracy learning wall
Recognition Board
Learning Journey
School Values Display
Language of the Month

Challenge and Support

- Lessons are differentiated through content, process, product or learning environment to support and challenge all learners. *Refer to [Supporting Documents \(Differentiation p.5\)](#).*
- The pace of learning is appropriate for all children.
- Universal support is available to allow all children to access learning (e.g., resources, seating arrangements, classroom aids, displays, visuals).
- Support staff are deployed effectively to support and challenge learners.
- Groupings are linked to attainment but are fluid throughout the session with no glass ceilings.
- There are opportunities for independent and co-operative activities.
- All staff are aware of children with additional support needs and understand circumstances affecting their lives and learning. *Refer to the [GIRFEC Register in StaffShare](#).*
- ABL strategies for individual pupils are evident.
- ABL Plans are reviewed and updated regularly in line with QA calendar and are user friendly. *Refer to [Expectations for Supporting Learners in Staff Handbook \(p.9\)](#).*
- Targeted support and interventions identified from attainment and achievement discussions are in place. There is evidence of how this is impacting on progress and achievement.

Learning, Teaching and Assessment Blueprint



Pupil Voice What makes an excellent lesson?

- *"When my teacher explains things clearly."*
- *"When there is a good description of what we need to do."*
- *"When my teacher gives me resources to help me figure things out."*
- *"When my teacher checks in with me."*
- *"Using fun resources e.g., whiteboards, Active Panel, iPads, calculators, Numicon, Number Talks."*
- *"Having a Help Desk in the classroom."*
- *"Working with others."*
- *"When you learn about things that will help you in the real world."*
- *"When my teacher makes it fun."*
- *"When your heart beats fast because it's so fun."*
- *"When you learn new things."*
- *"When you learn about things you are interested in."*

Assessment

Refer to [Supporting Documents \(AiFL p.15\)](#)

Formative Assessment

- All staff use agreed consistent language for LI and SC ('We are learning...' and 'Steps to Success').
- 'We are learning...' clearly states what learners should know, understand and be able to do by the end of the learning experience, in child friendly language.
- 'Steps to Success' outlines what learners need to do to be successful in their learning. They are co-created with learners where appropriate.
- Visuals are used to support 'We are learning...' and 'Steps to Success' where appropriate.
- 'We are learning...' and 'Steps to Success' are referred to throughout the lesson.
- Feedback is based around clear and measurable success criteria.
- Sharing examples of work mid-lesson
- Effective use of AiFL strategies
- Focused plenary sessions which can take place at different points in the lesson.
- Effective questioning throughout lessons
- Dialogue during tasks and activities
- Self & Peer assessment

Summative Assessment

- Summative Assessments are used to summarise the progression of the planned learning over a series of lessons.
- Assessment Evidence is planned using Make, Say, Write and Do. This is recorded at the planning stage.
- Baseline assessments in numeracy, literacy and HWB are carried out in line with the QA calendar.
- Individual learning journeys are shared via Seesaw – click here for agreed expectations.



PLANNING GUIDANCE



Teachers at Dens Road Primary School carry out weekly and medium-term plans. Weekly planning is kept by the class teacher and is completed either digitally or paper-based depending on the preference of the class teacher. Weekly plans do not need to be shared with SLT; however, it is advised that weekly plans can be located easily in the event of unplanned short term absence cover.

Medium term planning is completed electronically and saved in the [+ Forward Planning 2025-26](#) folder in the Staff Microsoft Team. There is a forward planning folder for each class. There will be four planning blocks/terms – See QA Calendar for specific dates for planning deadlines.

- Block/Term 1 – Plans to be updated by 5th September, 2025
- Block/Term 2 – Plans to be updated by 31st October, 2025
- Block/Term 3 – Plans to be updated by 16th January, 2026
- Block/Term 4 - Plans to be updated by 1st May. 2026

At the beginning of each block/term, each outcome/intended learning that is being planned for that term should be underlined.

Example:

Key Learning Intention	
Pupils should: <ul style="list-style-type: none"> • (R) Learn to use available information to make decisions about choosing texts, e.g., film trailer, front and back cover/case content, advertisement, etc. 	<ul style="list-style-type: none"> • <u>Listen attentively to stories at an appropriate interest level.</u> • <u>Be able to talk about likes/dislikes of stories and information texts.</u> • <u>Be able to choose and talk about a book from a selection.</u> • <u>Be able to express my own opinions about main events and characters in stories (e.g., good and bad characters).</u>

In the above example these outcomes/intended learning statements are part of the teacher's medium-term planning for that planning block/term.

Once that outcome/intended learning has been assessed, they should be highlighted using the following colours.

Term 1

Term 2

Term 3

Term 4

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Example:

Key Learning Intention	
Pupils should: <ul style="list-style-type: none"> (R) Learn to use available information to make decisions about choosing texts, e.g., film trailer, front and back cover/case content, advertisement, etc. 	<ul style="list-style-type: none"> Listen attentively to stories at an appropriate interest level. Be able to talk about likes/dislikes of stories and information texts. Be able to choose and talk about a book from a selection. Be able to express my own opinions about main events and characters in stories (e.g., good and bad characters).

In the above example the highlighted outcomes/intended learning statements have been assessed as per the teacher's medium-term planning. The last statement is still yet to be assessed.

Each class has their own progression pathways to update throughout the year. Non-class committed teachers and RCT cover teachers working with specific classes should work collegiately with the class teacher and update the appropriate progression pathways.

For composite classes, the class teacher should use the same pathway for all learners in their class, underlining and highlighting the appropriate pathway.

Example:

P3/4 class

Experience and Outcome	1.1	1.2	1.3
<i>Throughout the writing process I can check that my writing makes sense. LIT 1-23a</i>	Throughout the writing process I can: -With support, read over what I have written to check that it makes sense.	Throughout the writing process I can: -Read over what I have written at various points in the writing process to check that it makes sense.	Throughout the writing process I can: -Proof-read my work to check for errors in punctuation and grammar.

For single stage classes, the class teacher should use the pathway that almost all learners will be working on. Any outlying children working outwith these pathways **but within the same level** should have their initials labelled beside the appropriate statement.

Example:

P6 class

Experience and Outcome	2.1	2.2	2.3
Throughout the writing process I can check that my writing makes sense and meets its purpose. LIT 2-23a	Throughout the writing process I can: - <u>Begin to independently & routinely proof-read my texts for errors in spelling, punctuation and grammar.</u> (EH)	Throughout the writing process I can: - <u>With increasing independence, proof-read my writing using a variety of strategies routinely to edit & correct my spelling, punctuation & grammar.</u>	Throughout the writing process I can: - Independently & routinely proof read my writing using a variety of strategies to edit & correct my spelling, punctuation & grammar.

Any child working outwith their expected level should have the appropriate statements underlined/highlighted on the relevant progression pathway. This may mean class teachers have to update both a First and Second level progression pathway.

Prior Learning and Progression

Teachers will begin using a new pathway each academic session. Previous pathways should be stored on Microsoft Teams.

Whilst learning is not linear, be mindful of appropriate starting points when planning on a new level of pathway at the beginning of a new academic session.

P2 – First Level - 1.1

P5 – Second Level - 2.1

Literacy and Numeracy Planning

Pathways for Literacy and Numeracy will be as follows:

- Literacy – one pathway of each subject organiser for all pupils **working within the same level.**
- Numeracy – one pathway of each subject organiser for all learners **working within the same level.**

At the beginning of each planning block planned assessments (Make – Say – Write – Do) and targeted support/challenge notes are to be done for all **Literacy, Numeracy and HWB Pathways.** Literacy, Numeracy and HWB pathways should also have informative evaluations at the end of a planning block. These should indicate which children required support or challenge within that planned learning.

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Evaluations will then identify what further work or support/challenge will be provided for these children going forward.

Mental Maths

Mental Maths skills that have been taught will be recorded using the appropriate trackers to ensure coverage across all areas and should be updated termly by underlining the relevant statements. These can be found in the [+ Forward Planning 2025-26](#) folder on Teams.

Spelling

All pupils are expected to receive lessons on Spelling throughout the delivery of the Literacy curriculum.

Pupils following the RWI Programme from P1 to P4 will continue to follow the spelling taught within this phonics programme. See RWI handbooks in Staff Hub and information on the RWI Portal. See schools.ruthmiskin.com/login

Pupils that have completed the RWI Programme should follow the Correlation and Progression Pathway. See [Dens Road Primary School Spelling Correlation and Progression Pathway](#). Teaching staff will use this document to plan and track the learning and teaching of spelling rules and patterns for the groups within their classes. Teaching staff can choose which resource is most appropriate to support the delivery of spelling lessons although the Schofield and Sims progression is advised.

Grammar

All children are expected to receive teaching inputs on grammar throughout the delivery of the literacy curriculum.

Teaching staff will follow the Dundee literacy grammar progression framework. These documents are saved within planning folders and range from early level through to second level. Teaching staff are responsible for ensuring the levels that are being taught in class, are present within their forward planning.

Teaching staff must underline termly what is being taught and highlight once this area has been assessed.

Reading

All pupils are expected to receive regular reading lessons throughout the delivery of the Literacy curriculum.

Pupils following the RWI Programme will be taught reading in set L2R groups four lessons per week. Teaching staff should use the RWI resources provided to support their delivery, in addition to online resources from Oxford Owl and the RWI Portal. See oxfordowl.co.uk/login and schools.ruthmiskin.com/login.

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Pupils that have completed the RWI Programme will be taught the Es and Os using other reading resources, including Project X, Reflective Reading and class novels. Teaching staff can track the reading books used for their groups using the [Project X Reading Trackers](#). Class novels can be listed in Literacy or IDL planning.

For further information on how you can structure learning once the RWI Programme has been completed please follow the link to [Literacy in the Upper School.docx](#).

Writing

All pupils are expected to produce at **least five pieces** of assessed writing over the course of a year, which cover a range of genres and text types. All pupils will be assessed using COLD and HOT assessments. Teaching staff will use the Dens Road Writing Checklists when assessing these pieces of writing. See [Dens Road Writing Checklists](#). Assessed writing, along with assessment checklist, should be traffic lighted and filed in pupils' writing folders. Please ensure the same Writing checklist document is used for assessing both COLD and HOT assessments to clearly measure progression.

Tools for Writing – Whole School

All classes should make 'Tools for Writing' their focus at the beginning of each term. To support planning, learning, teaching and assessment, see [Tools for Writing Information.docx](#). All classes should also make use of the visual success criteria to promote consistency across the school. See [Tools for Writing - Visual Success Criteria](#)

Terms 1, 2, 3 & 4: P1 – P3

Classes should continue with teaching 'Tools for Writing' discussed in guidance. Other aspects of writing will be taught by using 'Explicitly Teaching Text Types', especially for description writing. See [Visual Describing Bubble](#) However, not all text types can be taught in the early stages. See [DCC Literacy Supplement for Explicitly Teaching Text Types](#) along with information suggested in the [IDL Bundles](#) for more details on what to teach when.

Terms 1, 2, 3 & 4: P4 – P7

After a block of 'Tools for Writing' each term, Explicitly Teaching Text Types should be used for teaching the 9 main text types:

Discussion, Description, Response, Exposition, Report, Procedure, Explanation, Recount, Narrative

These fall under the 3 main genres:

Imaginative, Persuasive, Informative

See [DCC Literacy Supplement for Explicitly Teaching Text Types](#) and suggestions in the [IDL Bundles](#) for more details on what to teach.

Health and Wellbeing and Physical Education

Each class must have pathways for HWB and PE and have these underlined/highlighted for each planning block throughout the session. Follow the same instruction of underlining/highlighting as per

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Literacy and Numeracy guidance. **Please note one pathway for the class is expected at the level most appropriate for the whole class, not one for each level.**

HWB and PE must be delivered in every planning block. Where RCT /NQT cover etc covers either of these subjects please ensure these are correctly underlined and highlighted as described above.

If either subject is to be covered as part of IDL then add to the Context Plan as appropriate.

IDL / Outwith Context

A context plan should be completed for Interdisciplinary Learning. Your IDL context plan should deliver a Broad General Education (BGE) which is responsive to Pupil interest and Current events.

We have now created [IDL Bundles](#) to ensure that we are getting coverage across all areas of the curriculum. Contexts of these may be changed depending on your class and additional experiences and outcomes can be covered which are relevant but the skills should all be covered as suggested.

Please ensure the following areas are covered throughout the session. This can be incorporated into Context / Literacy / Numeracy plans or as a stand-alone project.

- Develop the Young Workforce (DYW)
- Global Citizenship
- Enterprise
- Financial Education
- Sustainability

To begin the process of tracking coverage of learners BGE, all teachers should be underlining/highlighting experiences and outcomes on Curricular pathways for Science, Social Subjects and Technologies when they are planned for learning through an IDL Context Plan or as a standalone lesson. **E.g. any science bundles in context plan should also be underlined in science progression pathways.**

For each subject area (Science, Social Subjects and Technologies) one pathway for the class is expected at the level most appropriate for the whole class.

P1 – Early

P2 – P4 – First

P5 – P7 – Second.

Curricular Pathways for Art and Design, Drama, Music and RME are to be underlined/highlighted as per instructions for other curricular areas. These areas of the curriculum should be included in IDL learning contexts.

1+2 (MLPS)

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L2 (French) to be main focus for now and L3 can discretely be interwoven where appropriate into other learning episodes.

Each pupil should receive their full entitlement of L2 and L3 (for P5-P7 pupils only) each week.

The full entitlement for L2 is:

Stage	Discrete Teaching	Embedding Language
P1 & P2	10 minutes	20 minutes
P3 & P4	20 minutes	25 minutes
P5, P6 & P7	30 minutes	30 minutes

Each class folder has been populated with a PanTayside 1+2 Planning Overview. Teachers should use this document to support their delivery of L2 over the session. Teachers should underline/highlight the areas they have covered over the session. Please use block/term colours for this.

All teaching staff have been added to the L2 Curriculum and Resources (French) Team, where linked resources and additional materials can be found to support with planning and delivery of L2. Additional supporting resources can be found at [Power Language Schools](#). Staff have been provided login details for this.

For P5 – P7 pupils, L3 should be delivered as discrete teaching each week. There is no expectation to embed this language in the same way as L2 at this point in time.

RCT / NQT Cover

(This section includes cover for NQT Supporter / Leadership roles / Full day class responsibility)

For Literacy, Numeracy and HWB RCT/NQT staff are delivering, outcomes/intended learning statements must be underlined then highlighted using the same practice as per planning guidance above, this includes the evaluations, planned assessments and targeted support/challenge sections. Staff providing RCT/NQT Cover should also create either Context/Outwith Context plans as appropriate.

Communication between staff is key to ensuring everyone is clear as to who will be taking responsibility for the delivery of identified Experiences and Outcomes. When class teachers are planning for these subjects, they must liaise with RCT staff to ensure no duplication.

Electronic Folder Contents for each class (Summary)


Please ensure the following are included and up to date for each planning block.


- Class Groupings – Literacy, Numeracy *(please ensure each grouping corresponds with a pathway where appropriate. Also, please state beside group name what level their planner is – Early, First or Second)*

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- Numeracy - All relevant progression pathways (one per level) and Mental Maths termly tracking sheet.
- Literacy – All relevant progression pathways (one per level)
- HWB – Relevant progression HWB pathway and PE pathway (*Underline then highlight (once assessed) Es and Os in each planning block*)
- IDL – Context Plans and Bundles
- MLPS Platform plans (*Underlined then highlight as appropriate per planning block*)
- Curricular Pathways in Expressive Arts, RME, Science, Social Subjects and Technologies where appropriate. (*Underlined then highlight as appropriate per planning block*)
- Intended Learning - (*Each document sent out termly should be stored here*). Please share this with SLT before sending out to parents.

ASSESSMENT FOLDERS AND WRITING FOLIOS

Assessment Folders	
<p>Yellow wallet folders to be used for storing assessment information.</p> <p>Every learner must have an assessment folder.</p> <p>Assessments from the previous two years must be kept. All other assessments can be shredded.</p> <p>Only current assessments should be loose leaf, and dividers should be used to separate curricular areas e.g., numeracy, literacy, HWB.</p> <p>An Individual Assessment Tracker should be placed at the start of each folder, updated as the session progresses and replaced with every new session. Each tracker should be archived with assessments at the end of each session. Previous years evidence should be in a separate poly pocket for each school year.</p> <p>Please see the Dens Road Primary School Assessment Policy.docx for types of assessments that can be stored in the Assessment Files.</p>	

Writing Folios	
<p>Writing assessments must be stored in their Writing Folios. Ensure you are using the Blue A4 Project Folders to be used for writing folios. Front cover templates are found here.</p> <p>Writing Folios should have five assessed pieces of writing (cold and hot) each session as well as the cold Tools for Writing assessment in Term 1 and the hot piece each term – dates for these assessment windows will be captured in the QA calendar.</p> <p>Checklists and all pieces of writing must be dated.</p> <p>Dividers/pockets to be added to separate each year e.g., P1 2020/21, P2 2021/22.</p> <p>Writing to be assessed using Dens Road Checklists and TFW to be initially assessed using the Tools for Writing Baseline Master.</p>	

ASSESSMENT AND ATTAINMENT TRACKING

Attainment Tracking

Attainment for Listening & Talking, Reading, Writing and Numeracy is recorded in November, March and June for Primary 1-7 where Primary 1, 4 and 7 are tracking Achievement of a Level. Class teachers will be expected to record attainment through Pupil Tracking. The school uses ULTA to determine a pupil's progress:

- U – Unlikely to achieve at expected level.
- L – Likely to achieve at expected level with support.
- T – On Target to achieve at expected level.
- A – Ahead of target for expected level

Attainment meetings take place with the class teachers to discuss next steps and support required to get learners on track. Dates for tracking of attainment will be included in the Quality Assurance calendar at the start of the year, attainment meetings take place roughly 1-2 weeks following the submission of attainment data. During the meetings, a member of SLT will discuss with the class teacher how they can best offer in-class assistance for identified children who need additional learning support. There is a possibility that certain children will also receive support from a member of the Supporting Learners team where required. Meetings are recorded through a [Attainment Meeting Minutes \(MASTER\)](#) document which will be shared by SLT.

Other Tracking

Tracking will take place throughout the school year to best support children with Additional Support Needs as well as to support the appropriate implementation of certain programmes. In addition to key dates in the school calendar, teacher judgment for other tracking can take place.

DCC Pupil Tracking Tool – This will be updated by staff in preparation for attainment meetings and staff must report on the progress of each child in their class using ULTA in relation to numeracy, reading, writing and listening and talking.

Dens Road Trackers – These must also be completed at the end of each term for BGE, HWB, Numeracy, Literacy.

Learning to Read – The school's Reading Leader will assess children (usually P1-3, but sometimes a small number of P4s and P5s) regularly as part of the continuous tracking of Reading within the Read, Write Inc. programme.

Primary Maths for Scotland – Regular tracking of assessment in numeracy is encouraged for all stages and guidance for this is available in the Primary Maths for Scotland Assessment Packs as well as a [condensed version](#) found online via Teams. The QA calendar will identify key dates for assessment, please see the Leckie Primary Maths for Scotland Assessment Timetable overleaf for brief guidance on what assessments are used for each stage.

Mental Maths – This will also be planned for using the [Mental Maths Class Planners](#) and the progress of each child will be tracked using the [Individual Child Tracker](#).

Please see [Dens Road Primary School Assessment Policy](#) for further guidance.

SUPPORTING LEARNERS

Supporting Learners Files (All Supporting Learners Documents Stored online)	
Supporting Learners Tracking and Evaluation documents are stored digitally in Teams in Supporting Learners Folder. Within this folder you can find ABLe plans, IEPs (introduced during session 25-26, SCERTS plans, ASN overview etc	

Universal Support

It is the responsibility of all practitioners to create an environment which is caring, inclusive, fair, and focused on delivering learning to meet individual needs. Examples of universal support is found in the Learning, Teaching and Assessment Blueprint ([under review session 25-26](#)) as well as in our Dundee Standard for Inclusive Practice.

ASN Referral Process

Some young people can benefit from additional or targeted support, tailored to their individual circumstances. If you feel that a young person in your class would benefit from additional support an [ASN referral form](#) must be completed detailing your concerns, the strategies you have already tried and what you would find helpful. The form should be emailed to the HT / DHT. ASN referral forms will be discussed at SLT meetings and next steps will be recorded on the referral form and discussed with the class teacher.

ABLe Plans

It is the class teacher's responsibility to check the whole school ABLe Overview to ensure they are aware of open ABLe plans in their class and to identify their link SLT member.

At the beginning of each year a short evaluation of the previous year's ABLe Plan must be completed, and a new ABLe Plan will be developed by the new class teacher. The template for this is found here: [Additional Learning \(ABLe\) Plan Template](#)

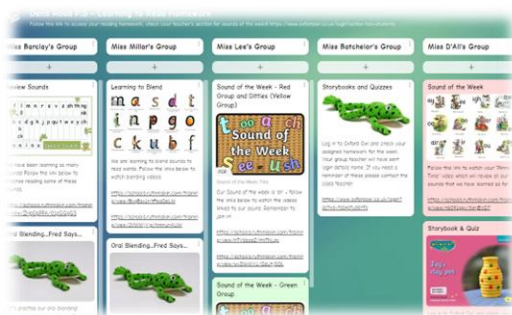
Tracking of Interventions

All interventions must be tracked, and the impact recorded. Interventions may not be delivered by the class teacher, but it is still the teacher's responsibility to liaise with the implementer and track each learner's progress. Any interventions from staff outwith a class should be saved in MS Teams.

HOMEWORK GUIDANCE

Providing home learning opportunities is an expectation at Dens Road Primary School and Nursery. All staff should send a link to their *Class Padlet* to families via Seesaw on a weekly basis, whilst the Padlet itself does not need to be updated weekly, it is important to remind families of its existence. Padlets should contain homework linked to Literacy, Numeracy and IDL plus anything else that the class teacher may find appropriate at the time. Learning can be game-based or written tasks depending on the needs of the learners at the time.

Class teachers can make a Padlet via the [Padlet website](#) using their dundeeschools sign in information. See an example of Padlet below:



Commented [LM1]: What are yours and Danny's thoughts on homework?

There is no expectation that class teachers should be marking weekly homework – unless desired.

Learning to Read (Read Write Inc.) Homework

It is the responsibility of the Learning to Read group teacher to assign homework for their group via the *Learning to Read Padlet*. Class teachers with children who access Learning to Read, should include a link to the *Learning to Read Padlet* on their own class Padlet.

Learning to Read homework should consist of the group's current storybook and a relevant video from the [Virtual Classroom](#). Storybooks can be assigned through the Oxford Owl website via the [Read Write Inc. Phonics eBook Library](#).

JOTTER GUIDANCE

Jotters are colour-coded based on curricular area. Please ensure children are using the correct jotter for each area of the curriculum; this is detailed below:

<p>Reading & Writing</p>	<p>Red Jotters (A4) P1-2: Half Lined P3-4: 1cm Fully Lined P5-7: 7/8mm Fully Lined</p> <p>Red Folders Please ensure all loose-leaf work for Literacy is organised and clearly dated.</p>	<p><u>Early Level Expectations</u> - Short Date (e.g., 16.08.22).</p> <p><u>First Level Expectations</u> - LTR Short Date (e.g. 16.08.22) - Long Date (e.g., Monday 16th August 2022)</p> <p><u>Second Level Expectations</u> - Long Date (e.g., Monday 16th August 2022)</p>
<p>Numeracy & Maths</p>	<p>Blue Jotters (A4) P1: Leckie and Leckie Workbook, 2cm square jotter P2-4: 1cm Squares P5-7: 7/8mm Squares</p> <p>Blue Folders Please ensure all loose-leaf work for Numeracy is organised and clearly dated.</p>	<p><u>Early Level Expectations</u> - Short Date (e.g., 16.08.22).</p> <p><u>First Level Expectations</u> - Short Date (e.g., 16.08.22).</p> <p><u>Second Level Expectations</u> - Short Date (e.g., 16.08.22).</p>
<p>Health and Wellbeing</p>	<p>Green Jotters P1-2: Half Lined P3-4: 1cm Fully Lined P5-7: 7/8mm Fully Lined</p> <p>Green Folders Please ensure all loose-leaf work for HWB is organised and clearly dated.</p>	<p><u>Early Level Expectations</u> - Short Date (e.g., 16.08.22).</p> <p><u>First Level Expectations</u> - Long Date (e.g., Monday 16th August 2022)</p> <p><u>Second Level Expectations</u> - Long Date (e.g., Monday 16th August 2022)</p>
<p>Interdisciplinary Learning</p>	<p>Yellow Jotters P1-2: Half Lined P3-4: 1cm Fully Lined P5-7: 7/8mm Fully Lined</p> <p>Yellow Folders Please ensure all loose-leaf work for IDL is organised and clearly dated.</p>	<p><u>Early Level Expectations</u> - Short Date (e.g., 16.08.22).</p> <p><u>First Level Expectations</u> - Long Date (e.g., Monday 16th August 2022)</p> <p><u>Second Level Expectations</u> - Long Date (e.g., Monday 16th August 2022)</p>

Jotters should have children's names on digital labels, they should indicate on them what curricular area it is intended for.

No jotters should be used for 'doodling' or 'busy books' – if this is necessary, please use newsprint and sugar paper to make your own.

Happiness Nurture Aspiration Respect Integrity

Jotters should display the DUMTUMS layout method (Date, underline, Miss a line, Title, Underline, Miss a line, Start).

Please see Jotter policy and guidance on MS Teams

PERSONAL ACHIEVEMENTS

We want all our children to feel that they are successful, and we take great pride in celebrating and supporting in wider achievements of the children from clubs they take part in during and after school to activities that they participate in during their own time.

Class teachers should record the personal achievements of pupils in their class in the following ways:

- regular update of the shared Wider Achievements spreadsheet
- class recognition e.g., picture gallery in class, Good News Board, create inserts for the school newsletter.
- whole school recognition – sharing at assembly, display photograph and short caption on whole school achievement board.

SCHOOL LIBRARY

A [library timetable](#) has been created where each class will be allocated a library time in which to use the library as staff wish e.g., choosing or returning texts or reading within the library There will be a staff member available one lunchtime a week for supervised access to the library outside of class time.

SHANARRI

SHANARRI should be explicit in every classroom. Young people should be able to talk about the indicators and relate them to their experiences. At the beginning of each term, P1-3 learners will carry out a [SHANARRI Wellbeing Wheel](#) activity detailing their personal experience of the SHANARRI Indicators, whilst P4-7 learners will access a survey linked to the Glasgow Motivation and Wellbeing Profile (GMWP) – links to the survey will be supplied to class teachers at the beginning each term.

Results from these surveys should then inform HWB planning for the remainder of the term.

SHANARRI Posters can be displayed and referred to in class.

PARENTS AS PARTNERS

There are a range of events to which parents are invited over the course of the academic year including:

- Stay and Play Sessions
- Open Afternoons
- Parent Contact Evenings
- Parent Focus Groups
- Bookbug Sessions
- Family Learning Activities

Termly Overview (Intended Learning)

A termly overview will be sent home at the beginning of each term to share an overview of learning targets in Numeracy, Literacy, HWB and IDL. The template for the Intended Learning Sheet that teachers send out at the beginning of each term is in Teams.

Consistent Use of Seesaw

WEEKLY	<ul style="list-style-type: none"> • Class teachers to post Star of the Week picture. • Class Teachers to post the following day's visual timetable each evening. • Three class posts to be posted each week covering a range of learning experiences (Literacy, Numeracy, Health & Wellbeing etc.) • At least two/three individual/group posts each week on every learner's individual learning journey. Where possible, learners can add posts and comments to their own learning journey using class iPads. • Posts must be categorised into curricular folders. • Class teachers to approve all comments from parents/carers unless the comment is inappropriate. • P1-3 classes to post weekly home learning activities and direct parents/carers to the Virtual Classroom. • Homework Padlet to be made available for all P4-7 classes and those in P3 who have completed the L2R programme for home learning activities.
TERMLY	<ul style="list-style-type: none"> • Intended Learning Overview to be posted in line with the QA calendar. • HT to post Newsletter at the end of every term. • HT to post Dates for Your Diary at the beginning of every term.

GENERAL

- All school communication will take place via Seesaw. If a family member is not connected to Seesaw, then the parent/carer must receive a paper copy of any communication being sent out. There is a list of all families not currently connected in the school office.
- Class teachers to post general reminders about PE days, parties, school events, trips etc.
- SLT and SFDW to post school announcements when required.
- All staff to avoid using emojis in correspondence with parents/carers.
- Seesaw parent replies should remain disabled unless discussed with a member of the SLT.

RELATIONSHIPS FOR WELLBEING AND LEARNING

Relationships for Wellbeing and Learning

Our approaches to managing behaviour are rooted in wellbeing and relationships. Positive relationships are instrumental to ensuring the best possible learning environment for all children at Dens Road School and Nursery. We aim to achieve a sense of belonging for all our children, working with the whole community to build positive relationships and recognise individual strengths and needs. At Dens Road Primary and Nursery, we aim to create an atmosphere of mutual respect and collective responsibility. Children, parents/carers, and staff all have an important part to play in creating and sustaining this positive ethos.

The full, detailed Relationships for Wellbeing and Learning document can be found in MS Teams in the Policies folder.

Star of the Week

Star of the Week is awarded weekly at either in class or at Assembly to one child in each class who has demonstrated an improvement in any aspect of the school day. Star of the Week can be awarded for academic reasons as well as for any links to our relationships policy and school values.

Class teachers are responsible for choosing the child who will receive this award, the [Star of the Week Template](#) can be found through the MS Team. Staff are encouraged to select a child, generate the award, and print it in advance of Assembly.

A child can receive a Star of the Week as often as class teachers see fit. It is encouraged that every child receives a Star of the Week at least once during the school year.

Over and Above

Over and Above nominations are for children at Dens Road Primary School and Nursery who consistently demonstrate "over and above" behaviour in line with our school values. Children are nominated for always showing happiness, nurture, aspiration, respect, and integrity.

Nominations are to be given on the day of "Fabulous Fruity Friday" to SLT. The reason for selection needs to be linked to our school values or school aims.

Children in receipt of an Over and Above nomination will then be invited to sit with Mr Albayati and Mrs Lux for "Fabulous Fruity Friday" the week of their invitation.

Happiness Nurture Aspiration Respect Integrity

Rights Respecting School

At Dens Road Primary School and Nursery, we are a Silver accredited Rights Respecting School. We ensure that we are "Rights Aware" regarding the UN Convention on the Rights of the Child (UNCRC). Staff are encouraged to use "rights respecting language" with their learners and undertake training to better understand the purpose and importance of being a Rights Respecting School.

As a Rights Respecting School, children are regularly encouraged to discuss their rights with their friends and their families. At each assembly, the Rights Respecting Schools Pupil Committee present a new *Right of the Fortnight* which is selected from the UNCRC itself by the committee. We reward young people for discussing the *Right of the Fortnight* with their teachers, friends and families and ensure the *Right of the Month* is displayed in classrooms throughout the Month.

Happiness Nurture Aspiration Respect Integrity

PUPIL WELFARE AND GIRFEC

Class register should be completed through SEEMiS by 9.15am and 1.30pm. Do not close your register until 9.20am.

Fire registers must be taken with the class teacher whenever the class are working in another area of the school. Please ensure your fire register is located somewhere accessible in the event another teacher is with your class (e.g., due to absence or RCT cover) as well as ensuring the fire register is available for support staff during indoor playtimes and lunchtimes.

All staff must ensure that the Child Protection Poster and Flowchart is on the back of their classroom door. Any child concerns should be immediately reported to a relevant Designated Child Protection Officer (DCPO). Our DCPOs are Danny Albayati (HT), Jenna Lux (DHT), Leza McCartney (SEYP) and Denise Gormley (SFDW).

[Blank GIRFEC Concern Forms](#) are available in the files section of the Dens Road Primary School and Nursery MS Team.

Please ensure you are familiar with the content of PPRs for flagged pupils.

HEALTH AND SAFETY

Fire Regulations

All staff to be aware of their nearest exit.

Fire Register should always be kept with the class and to be used in any fire evacuations. (e.g., taken to PE, assembly, library, Digital Learning).

When completing the fire drill exercise or in the event of a real fire the class teacher/staff member is to hold the Fire Register in the air to show all pupils are present and accounted for.

Risk Assessment

The class teacher is responsible for completing Risk Assessments for trips etc. Risk Assessments must be completed at least 1 week before date of trip. All adults supporting must be included in Risk Assessments.

If cars are being used for transportation, correct insurance must be provided.

RESOURCES AND STORAGE

All staff are responsible for ensuring all areas within their departments are always tidy and presentable. Storage cupboards must be utilised effectively, and resources returned to the correct place.

No additional school resources should be stored in class cupboards, e.g., stationery and jotters etc.

All school resources should be stored within central storage cupboards and not in own classroom cupboards.

THE SCHOOL DAY

ARRIVAL, MOVING AROUND THE SCHOOL, PLAYTIMES & LUNCHTIMES, DISMISSAL

Arrival

Commented [LM2]: I updated areas

Children will line up in their designated area of the playground and be collected promptly by their teacher at 9am.

- P1a and P1b: Container Area
- P2, P2/3, P5, and P6: Lower Playground
- P3/4, P4, P5/6 and P7: Upper Playground

Registers will be completed through SEEMiS by 9:15am, do not close your register until 9:20am. Dinners will be chosen via the [Cypad Website](#) and submitted alongside SEEMiS register. Teaching staff are to use TBC or Present only, other codes will be input at the School Office, do not add latecomers at the class teacher end. Please be mindful of dietary requirements of children in the class and ensure they order appropriately (e.g., Halal/Vegetarian options made clear to children).

It is advised that classes use no more than 20 minutes of the morning for "Soft Start" or "9 O'clock Challenge". This is adequate time to ensure class admin is completed without affecting valuable learning time. Class teachers should ensure Soft Start and 9 O'clock Challenge provide adequate pace and challenge for individuals.

Moving Around the School

No class should be left to walk around the school without supervision (e.g., walking to/from class in the morning, at playtime and lunchtimes and walking to/from PE or Digital Learning). Ensure children walk in pairs when moving around the school.

Children should be given an opportunity to go to their toilet before break and lunch. Class teachers should have a system in place so that you know where your child is in the event of a fire. Unless there are exceptional circumstances, only one child from a class may access the toilet at one given time during a lesson, toilet passes may be used for this.

Playtimes & Lunchtimes

Classes will follow the [New Playground Rota](#) to ensure all children are getting the opportunity to access different areas of the playground. This timetable includes access to: MUGA pitch, Main Playground, Trim Trail, and Container Area. Please refer to this timetable with the children, support staff will be designated areas of the playground to supervise. Copies of the timetable are available for children at both exits and in the dinner hall.

Where possible, all conflicts should be dealt with using a restorative approach. The emphasis is on repairing the relationship between the people involved, acknowledging the 'harm' that has been caused and apologising for any wrongdoing. Please refer to Relationships Policy for more information.

At lunchtime, P1 a and P1 b teachers will escort their classes to the dinner hall and assist with lunches from 12.05pm – 12:15pm. The other class times are as follows:

P2 & P7 – Attend dining hall at 12:15pm

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P3, P3/4, P4, P5, P5/6, & P6 – Attend playground at 12:15pm and wait to be called in by member of staff manning dining hall.

The staff member managing the dinner hall will ring the bell when they are ready for the next class. Children should line up at the Container Playground entrance and await collection by a staff member.

2 bells – P3, P3/4 & P5/6

3 bells – P4 & P5

4 bells – P6

Indoor playtime and lunchtime arrangements

In the event of wet playtime / lunchtimes the following arrangements will take place:

- The bell will be rung **3 times to signal it will be an inside playtime or lunchtime.**
- **Teaching staff are to leave appropriate activities for pupils** to access (reading books, paper, and pencils for drawing) or put something on the computer for the class to watch on the IWB (no music or dance-along videos).
- Children are to **remain seated in their usual seat**, no swapping or sitting on the class teachers' chair. P1 a and P1 b will sit on the carpet at this time.
- Prior to a wet lunchtime teaching staff must remind all children to return to class after being in the dinner hall. **Please use classroom visual where appropriate to support this.**
- SLT to use visual for wet lunchtime in dinner hall to support pupil understanding that they must report to their own class after having lunch during a wet lunchtime.

Dismissal

Children are to be dismissed using the same exit as arrival. Please ensure children are collected by a trusted adult and that class teachers are aware of those children who have permission to leave the playground without an adult. P1 – P4 children should not leave the playground at dismissal without an adult.

In the event a child is not collected, escort the child to the school office and notify a member of office staff or SLT who will phone home. Encourage older children who are not collected inside the playground to return to the office if they feel unsafe or if their adult is not waiting for them outside the school grounds.

SCHOOL TRIP GUIDANCE

Prior to the Trip

- Trip to be agreed with a member of the SLT.
- Date, timings, staffing, and transport arrangements to be confirmed with a member of the SLT.
- Trip Leader to be identified.
- Trips that take place over a lunch hour must give 2 weeks' notice to Tayside Contracts to order school packed lunches.
- Admin Officer to book transport if required.
- HT, DHT and SFDW can transport children by car. If this is required and has been agreed, timings and arrangements for this must be agreed at least two weeks prior to the trip date.
- Trip Leader to arrange for a letter to be sent home to parents/carers at least two weeks prior to the trip. The letter must include the date of the trip, timings, a permission slip, and any other relevant information. All trips require consent from parents/carers. Please see [trip letter template](#).
- Trip Leader to complete a risk assessment at least two weeks prior to the trip.
- Trip Leader to ensure all medical protocols have been considered and are in place for the trip.
- Returned permission slips must be checked at least one week prior to the trip.
- Admin Officer to contact parents/carers if permission slips have not been returned.
- Trip Leader to print a copy of the risk assessment for all adults attending the trip.

Day of the Trip

- Trip Leader to ensure all permission slips with contact details are taken on the trip.
- Trip leader to ensure medical protocols are in place e.g., children with inhalers have them.
- Trip Leader to take a mobile phone on the trip.
- Trip leader to ensure a first aid pack is taken on the trip.
- Trip leader to complete the risk assessment checklist and ensure all adults are briefed on the risk assessment and have a paper copy.

DIVERSITY, EQUALITY, AND INCLUSION

Dens Road is a multifaith, multicultural school and therefore we must ensure throughout each session we celebrate cultural events of significance for all faiths.

The [Diversity Calendar 2025-26 | Office of the President and Provost \(Equality, Diversity & Inclusion\) - UCL – University College London](#) is to be used to support the delivery of RME/IDL curriculum. This is also to be used throughout the session as important celebrations are taking place. Class teachers should be mindful of the celebrations children within their class are celebrating and ensure this is acknowledged and celebrated as appropriate within their setting.

The Diversity, Equality and Inclusion Calendar will also be used by SLT to ensure important culture events are included in Whole School Events and Assemblies. This often will include inviting members of our community from different faiths to visit school to share their faith and knowledge.

Happiness Nurture Aspiration Respect Integrity

LANGUAGE OF THE MONTH

Due to the multicultural demographic of our school, we are proud to celebrate a different language every month. This helps all children to feel included and shows that we truly value the background of everyone within our school community.

The language is introduced at one of our assemblies and key facts are shared. Children who speak the language are also invited to share some basic words and phrases if they wish.

Each class is asked to follow up with some further learning about each language to promote and celebrate the different cultures that we have within our community.

PROFESSIONALISM

Reduced Class Contact Time (RCT) & Development Time

A portion of RCT can be used to support the professional development of staff through peer learning visits in and out with the school – making links with cluster colleagues and specific areas of interest or developmental needs.

In some cases, there may be times where additional time is available to support development alongside RCT. These times should be used exclusively for professional development or pupil support and interventions, this is not additional preparation time.

Assemblies

Short 20-minute whole school assemblies will take place once a fortnight on Fridays between 1.40pm and 2.00pm.

At assemblies, classes will be asked to make short presentations of their learning to the rest of the school. Class teachers will be advised in advance when their class will present. There is no requirement to make a formal presentation, a summary of learning from individuals is sufficient. Learners are encouraged to share personal achievements for assemblies.

Staff are asked to submit Over and Above in advance of assemblies and bring Star of the Week certificates to SLT prior to assemblies. A copy of the Star of the Week template is available in the files section of the Dens Road Primary School and Nursery MS Team.

CLPL & GTCS File

All staff to ensure they record appropriate CLPL and Professional Learning info in their own CPD folders and log and update all CLPL activities on the GTC website in accordance with guidance to support the PRD and PU process.

All staff to ensure PRD paperwork is updated regularly and staff are aware of date and times of PRD meetings. Information on how the PRD process works can be found on the [Dundee City Council RISE](#) webpage. Dates for PRD are to be arranged by the individual and the window for PRD meetings is available as part of the QA Calendar.

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Communication

Any updates should be added to the Dens Road Calendar which can be viewed by all staff. This includes any trips, visitors or meetings being held.

The [Quality Assurance Calendar](#) is saved in the shared MS Teams space for all staff to access.

Confidentiality is paramount and must be always adhered to. Our staff room is accessible to all staff and visitors to the school (parents, students, external professionals), please ensure that you are always professional.

Reporting Staff Absence

The following procedures must be followed for staff absences:

- All school staff absences must be reported to the HT via a phone call by 7.30am. In the event HT is not available, contact DHT.
- Nursery staff that are due to start at 8am must inform Leza or Neve by phone before 7.30am. In the event Leza/Neve are not available, contact HT.
- Employees must sign themselves back in through the [Employee Resources System](#) on the day they return to work.
- Employees must check in with HT on the day they return to work so a return-to-work interview can be carried out.