



Mental Health

At Dunnottar School we work as a team to ensure that each of our learners can reach their full potential. We analyse the general wellbeing of our learners, by working closely as a team, in collaboration with their parents/carers, in order to support emotional, social and behavioural developments.

In each of our classes we follow a Health & Wellbeing programme of work as well as using a variety of Mindfulness techniques to reduce anxiety, increase self-esteem, strengthen self-control and learn how to pay attention to the present moment. We also offer a range of school-based interventions to further support our learners when required. Support can be offered in a variety of ways and by a variety of professionals:

- PSW support (Pupil Support Worker)
- IPT (Intervention & Prevention Teacher)
- ASL (Additional Support for Learning) staff
- Therapet sessions
- Mindfulness Group sessions

Vision, Values & Aims

Our teaching is strengthened by our shared Vision, Values & Aims. We use a wide range of learning environments and innovative teaching styles. We use a range of teaching approaches in order to ensure all of our learners reach their maximum potential.

Aberdeenshire COUNCIL

Welcoming Engaging Safe Honest Inclusive Nurturing Equal

Focus on wellbeing

How Good Is Our School?

A NURTURING ENVIRONMENT

- o All stakeholders valued
- o Restorative approaches
- o Mindfulness approaches
- o Engaging, high quality lessons
- o Positive ethos & relationships

IMPROVEMENT PLANNING

- o Parent Voice Group
- o Pupil Voice Groups
- o Robust planning, assessment & tracking
- o Quality feedback
- o Clear communications

GETTING IT RIGHT FOR EVERYONE

- o Therapets
- o Transition Programmes
- o Otterly Helpful Kits
- o Inclusive Practice
- o Collegiate Working
- o Wellbeing Indicators
- o Leadership Opportunities
- o Multi-Agency Supports
- o Celebrating Our Differences
- o Skills for Life

Dunnottar Primary School

Ethos & Engagement

The ethos and culture of our school reflects a strong commitment to children’s rights and positive relationships. We are a “Rights Respecting School” and are very proud to have been awarded Gold Level recognition.

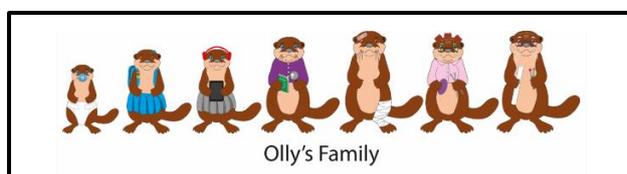
Staff work together to ensure that high-quality learning experiences motivate our learners.

Activities are challenging, enjoyable and well matched to the needs of our learners. Learners are very actively involved in the life of the school.

- Opinions are sought, valued and acted upon
- Through Pupil Voice Groups (Digital Leaders, Pupil Council Reps, Language Ambassadors, Charity Reps, Eco/Allotment Reps, DYW Reps, Mindful Champions, Playground Improvement Reps, Librarians & Visible Learner Reps.)

Pupils lead their learning in a variety of ways:

- By using ‘Big Questions’ when planning their class mini or main topics linked to the CfE E&Os and national benchmarks.
- By having a clear focus on next steps in their learning.
- By being visible learners, considering the learning characteristics linked to Olly’s family.



Brave Bertie rises to a challenge. (Baby)
 Independent Izzy is always organised and works well on her own. (Little sister)
 Communicating Cally shares her ideas. (Big sister)
 Questioning Queeny always likes to find out more. (Mum)
 Reflective Ronny always learns from his mistakes. (Dad)
 Practising Penny puts in the effort so she never forgets. (Granny)
 Creative Colby has fun and explores. (Granda)

Planning, Assessment & Tracking

Assessment is integral to our planning of learning and teaching. Our team uses a range of assessment strategies to monitor progress. We have a shared understanding of expectations and have robust arrangements for moderation across stages and across the curriculum.

Tracking and monitoring systems are robust (see calendar below). Pupils requiring additional support are highlighted and to the ASL and SLT team.

Dunnottar School Assessment/Tracking Calendar						
August	September	October	November	December	January	On-going assessments, when appropriate
ASN overview update Wellbeing wheel Emergent Literacy Phonological Overview	SWST (Single word spelling test) Salford Reading Wider Achievement update	ASN overview update	CfE tracker update Wellbeing wheel		ASN overview update	- 1/3 of class weekly extended writing formally assess - Weekly CLIC - Weekly Beat That - Maths/Numeracy topic assessments - Maths online assessments - Holistic Assessments - Reading fluency/comprehension assessments - Listening & Talking Grids
February CfE tracker update Wider Achievement update SNAS P7	March Wellbeing wheel SNAS P4	April ASN overview update	May SWST (Single word spelling test) Salford Reading SNAS P1	June CfE tracker update ASN overview update Wellbeing wheel Emergent Literacy Phonological Overview	ASL identification & assessment/evidence: - Dunnottar Assessment Record Grids (SWST, Salford) - Dunnottar Tracker overview with actions/ reflections - Aberdeenshire’s Collaborative Procedures in Identifying Dyslexia (ASL & school involvement in creation, piloting, authority roll-out, training, mentoring) - ASL Action Grid - ASL Identification – Tracking- Monitoring overview - Review of Evidence reports - Scottish Govt Working Definition of Dyslexia Planning Tool - ASL Pupil files - Family plans - Parental Other Factors Dialogue, Home Questionnaire - Pupil Questionnaire - ES Route Map - POLAAR - Emerging Literacy phonological overviews - Laterality overview - Addressing dyslexia toolkit	
Ongoing Assessment Strategies Could Include: Think/Pair/Share – TFS Traffic Light – TL Target Setting – TS Pupil as teacher – PT Reflective Questions – RQ Two stars & a Wish – 2* No Hands Up – NH Extended Wait Time –EWT Comment Only Marking – CO Exploring Wrong Answers - WA			Assessment Evidence Could Include: Photos/video – PV Observations – O Group Presentation – GP Portfolio Assessment – PS Individual Presentation – IP Concept Cartoons/Illustrations – CI Self-Assessment – SA Peer Assessment – PA Performance Based Assessment – PB Question/Answer - QA			

Reporting

Reporting comprises a range of activities including:

- Written reports.
- Children presenting their learning to parents through assembly presentations, 'Community Cafes', open afternoons etc..
- Parent/Carer consultation meetings.
- Ongoing formal/informal discussions.
- Seesaw profiling tool.

At Dunnottar School we ensure that our learners are involved in reporting activities, whenever appropriate, in order to promote pupil ownership of their learning.

	Setting in	Parent Interviews	Pupil presentations	Parent Information sessions	Feedback, individual meetings	Written reports/Seesaw access	OTHER
TERM 1	Direct contact with parents when any concerns arise		Each class shares their learning through an assembly at some point in the year Opportunities for individuals and groups to present at the Christmas and Leavers Services P1-7 Community Cafés	Nursery parent stay and play sessions	Similarity staff will make contact directly with parents/carers where any concerns arise in school	Seesaw online profiling tool – Nursery to P7	Class Newsletter Parent/Carer Open Afternoon
TERM 2	Parent/Pupil consultations Curriculum Evening			Coram 'SCARF' parent session Nursery Parents – transition presentations P7 residential trip info session		Seesaw online profiling tool – Nursery to P7	Class Newsletter Christmas Service Nativity/Christmas Show
TERM 3				Nursery parent stay and play sessions		Seesaw online profiling tool – Nursery to P7	Class Newsletter P7 Burns Supper P7 Parent transition meeting Parent/Carer Open Afternoon
TERM 4	New P1 induction meetings P7 Induction for transition to Mackie	Parent/Pupil consultation meetings		Nursery Parents – transition presentations P1 parent info sessions (curricular focus)		Written Report (Levels/effort marks/ remarks) Seesaw online profiling tool – Nursery to P7	Class Newsletter P7 Show Celebration of Achievements Evening
				<ul style="list-style-type: none"> • IEP Meetings • Review Meetings • Multi Agency Meetings • Individual meetings with A SL staff if required • Open Door policy: parents can raise concerns with class teachers or SLT (Senior Leadership Team) at any point • Similarity staff will make contact directly with parents/carers where any concerns arise in school 		<ul style="list-style-type: none"> • Ongoing • Nursery weekly plan on display/topic plans/regular e-mails • School website • Opportunities for parent helpers on trips, with extra-curricular clubs, cycling etc • Community events - related press coverage • Dunnottar School Twitter Feed • Support leaflets for parents/carers on areas of the curriculum or approaches taken in school 	