



Education Resources



Imagine and achieve

Handbook 2016



Updated January 2016



Our school

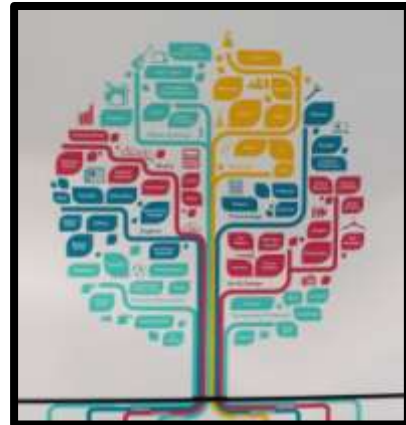


Lunch

Our 'Calderwood' theme



Airy gym hall



Careers Tree in dining Hall



The Science and Technologies lab

Playground fun



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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 01698 454545 Email: education@southlanarkshire.gov.uk.

Introduction by the Head Teacher



Dear Parents/carers

This handbook has been written to provide you with information about our school and how we aim to deliver the highest possible quality of education. Our vision is to create inventive and imaginative thinkers who respond to change and uphold the school values.

We firmly believe the best way to do this is to work in partnership with families and the local community and to allow us to do this we are continually looking at what we do and how this can be improved. This year we have been revising our health and well being programme and looking at how we can work together as a school to make learning across the curriculum more innovative and exciting for the pupils. Global citizenship is closely linked with children's rights and we put these rights and responsibilities at the heart of everything we do. In Long Calderwood we promote a nurturing ethos which encourages everyone to focus on solutions and self-improvement.

All teachers have very high expectations of all children and place great importance in raising standards of attainment and achievement throughout the school. Potential issues are quickly identified and well supported including using outside agencies when appropriate. The quality of learning and teaching is continually improving and over a period of time, teachers have researched, tested and changed planning methods, teaching approaches and learning tasks to improve the overall quality of learners' experiences. We are addressing how to 'close the gap' between the lowest and highest attaining and achieving children and explore how ready children are to learn when they arrive at school.

We look forward to building a strong partnership with you to ensure the best possible opportunities for your child/children in 2016 and beyond as part of South Lanarkshire Council's Education Resources plan. South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton. The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire". For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

Lynn Jamieson (Head Teacher)

About our school

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Address: Neville
Calderwood
East Kilbride
South Lanarkshire
G74 3QT

Telephone: 01355 224414

Fax: 01355 579908

E-mail: gw14longcwoodoffice@glow.sch.uk

Web site: www.longcalderwood-pri.s-lanark.sch.uk

Long Calderwood Primary is a co-educational non-denominational primary school situated in Calderwood area of East Kilbride and is part of the Calderglen Learning Community.

Present Roll: 178

Classes: 7 (P1 (two teachers), P2, P3, P4, P5, P6 and P7)

Parent Council

We have a very supportive and active Parent Council within the school. The chair of the Parent Council is Mrs Joanne Bicker. We meet every second month and plan joint events such as activity afternoons and fund raisers. If you wish to contact our chair please email her at longcalderwoodparentcouncil@googlemail.com or you can visit the parent page of the school website.



Nicola from PC taking charge of make up at school panto

Visiting the School

We encourage all parents/carers offered or seeking a place at Long Calderwood to visit the school and meet the staff. We can accommodate this most days and this can be done by calling the school office and organising a time to come in.

Pupil absence/sickness

To report your child's absences please call the school office as soon as possible in the morning where you will be prompted to press 1 to leave a message. Please state your child's name, class and reason for absence. The office staff will pass the message on to the class teacher and call back if there is anything you need to know about that day. If you cannot manage to call in, the office staff will try to make contact with you on the first morning of absence. If there is a need to take children out of school for any other reason other than sickness, a letter should be sent to the Head Teacher for authorisation.

Parental concerns

We ask all parents/carers to share any concerns they have with us. All class teachers are keen to build strong partnerships with their parents and communication can be as regular as necessary. A little note in the homework diary or a phone call will be answered promptly and class teachers will keep the principal teacher and head teacher informed of any concerns and action decided. Sometimes parents/carers may wish to speak directly to the head/principal teacher and this can be done by coming in to school or calling the school office. Concerns of any type are discussed openly and a solution is sought. Parents/Carers are encouraged to monitor any action to ensure it is being effective in dealing with the concern and communication to and from the school is encouraged.

Complaints

We hope that your concerns will be answered to your satisfaction. However we know that there may be times when you are unhappy, or you may want to suggest ways to improve things. We can normally resolve concerns, mistakes and misunderstandings quickly. However, if we cannot sort out your problem this way, the complaints procedure is here to help you. Your complaints are important to us. They help us to:

- Put things right when they go wrong
- Listen and learn; and
- Change and improve the way we provide services.

When should I complain?

Our complaints procedure is intended for those times when you feel we have failed to deliver what we should.

How can I complain?

We want to make it as easy for you as possible to let us know if you feel something has gone wrong You can complain:

- By telephone to the head teacher or via the office staff if head teacher is not available
- In writing either by letter or by emailing: gw14longcwoodht@glow.sch.uk

What will we do?

We will contact you and talk about what we can do to ensure we are delivering the best possible service and if you do not feel the matter is resolved then we will put you in contact with our quality improvement officer who can assist with this.

School Staff at Long Calderwood

Management, specialist and support staff

Headteacher

Mrs Lynn Jamieson

Mrs Jamieson graduated from Glasgow University in 1993 and gained the Scottish Qualification for Headship in 2005. She serves on the council's Literacy Strategy Group, runs the school musical theatre club and is actively involved in 21st Century Families charity.

Principal Teacher

Mrs Anne Steel

Mrs Steel is a very experienced teacher qualifying in 1979. She has been Principal Teacher for 24 years and her areas of expertise include autism, nurture and mathematics. She also has a certificate in Early Education for 0 to 7 year old children.

Musical Instrument Instructors

Mr Stuart Pollok and Mr John McCrory

Both instructors come into school once a week to provide tuition in brass and woodwind instruments and supports children to take part in the local orchestras.

Janitor & Facilities staff

Mr Frank Davidson

Mr Davidson has been a janitor for over 15 years and has recently joined Long Calderwood.

He is looking forward to being part of the team here and getting to know the children, staff and parents.

Mrs Rice is our cook in charge and leads her team to provide school meals cooked every day on the premises.



Mrs Marshall with our P1s at the museum

Support Staff

Our team leader Mrs Bernadette Jarvie leads Mrs Anne Marshall, Mrs Eleanor Marshall, Mrs Jacqui Clark, Mrs Eleanor Goldie and Mrs Renee McCallum. Mrs Jarvie is trained in nurture and runs groups throughout the school.

Between them our support team has many skills and talents, including art, netball and being trainers for playground leaders.

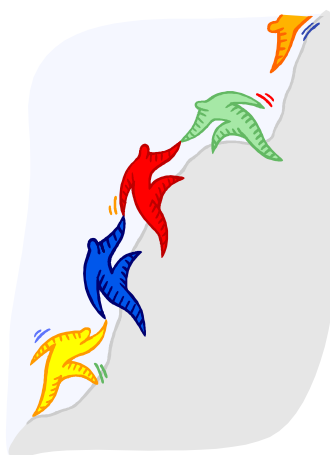
Specialist Support Teacher

Mrs Jackie Dykes is with us one day per week. Mrs Dykes has expertise in specialist support including emotional well being, dyslexia and many more areas where learners need support.

Educational Psychologist

Ms Joanna Gray

Ms Joanna Gray joined our team in August 2013 and has built up strong relationships with many staff and families. She leads staff in training sessions and supports many of the health and well being programmes we run.



Teaching staff

Mrs Christine Bogan

Mrs Bogan graduated from Strathclyde University in 1996 and has been teaching at Long Calderwood for 12 years. Her areas of expertise include nurture, health and wellbeing and counselling. Mrs Bogan is trained in leading children through the John Muir Trust Award.

Ms Julie Urquhart

Ms Urquhart joined us in August 2015 from Cathkin Primary. She graduated from Strathclyde University in 2009 and leads our 'Right Knights' to promote children's rights throughout the school. Her areas of expertise include art and play therapy.

Miss Laura Nelson

Miss Nelson graduated from Strathclyde University in 2010 and joined Long Calderwood in August 2011.

Miss Nelson has led the development of a new and innovative phonics and spelling programme within the school and is one of the choreographers in the Musical Theatre Club.

Mrs Margo Clayton Mr Kevin Stevenson

Both teachers will be with us from August 2015 till June 2016 working part of the week in P6

Mrs Clayton will teach P6 on a Monday and Tuesday and Mr Stevenson will teach P6 Tuesday afternoon through till Friday.

Both teachers bring a wealth of expertise from other areas of teaching, including musical theatre and social studies.

Mrs Germaine Roberts

After graduating from Strathclyde University, Mrs Roberts joined Long Calderwood permanently in August 2012. She has many areas of expertise including being a native French speaker, ICT, badminton and teaches singing at Musical Theatre Club.

Mrs Roberts also teaches Spanish in the senior classes and has run a French club to skill other teachers in the language.

Miss Laura Thomson

Miss Thomson joined us full time in August 2014. She teaches P3 and has been teaching for 4 years after graduating from Glasgow University. Her area of expertise is PE and she runs the infant sports clubs.



Mrs Carol McTaggart

Mrs McTaggart graduated from Glasgow University in 1995 and teaches Primary One. She is a very experienced infant teacher, who is undertaking management training and has presented to other P1 teachers in the authority on infant literacy.

Mrs Claire Nolan

Mrs Nolan graduated from Glasgow University in 2008 and joined Long Calderwood permanently in August 2012. Her areas of expertise include music, nurture and outdoor education, including a new and innovative approach to PE and conservation.

Mrs Claire Lamont

Mrs Lamont is a graduate of Strathclyde University and has been qualified for almost nine years now. She joined Long Calderwood in August 2011 and in her first year led the whole school through our work on the Olympics and setting our values. She has a special interest in infant Literacy and has a wealth of knowledge on global citizenship. She also graduated from California State University in 2006 with a Master of Arts in Teaching, Learning and Leadership.

Parental involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: www.southlanarkshire.gov.uk

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.



To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

School Ethos

The culture and ethos at Long Calderwood is inspired by the convention of the rights of the child. Rights and responsibilities are at the heart of everything we do and our school motto is:

Imagine and achieve

This motto has inspired us to create a mural for the dining room wall in the new school.

We have worked together as a school community to create a set of values, mainly based on the Olympic and Paralympic values.

Our Values

- **Respect**
Value the rights of others and expect the same back.
- **Excellence**
Achieve the best you can and always do better than the last time.
- **Friendship**
Be there for others; listen, trust and respect them and expect the same back.
- **Courage**
Have faith to face even the most difficult of challenges.
- **Determination**
Never give up; do what you set out to do and achieve it.
- **Inspiration**
Show everyone what can be done and let them show you.
- **Equality**
Give everyone the same rights regardless of their race, colour, gender, language, religion, politics, nationality, and social class, place of birth or disability.
- **Compassion**
Help and care for people, including those we do not know.



We promote these values and each month we focus on a value through our theme for the year. For example, our current theme is 'Ready to Learn, Ready to Succeed.'

We hold assemblies every Friday and everyone in the school attends. Each week we talk about what is happening in the school and community, celebrate success, talk about any whole school issues and have a focus, which can range from stories with a moral to cultural or global issues.



All children in Long Calderwood belong to a 'House'. Our house names are named after people, past and present, who have made a positive difference to something in our world. Each house has a captain, vice-captain and junior captain who are voted for by the children in their house.

We also have class representatives who form the pupil council and are led by a boy and a girl from primary 7.

House games

The school community enjoys many partnerships with other organisations and agencies including:

- Calderglen High where pupils support us in our school shows, after school sports clubs, sports day and joint projects;
- staff working with other primary/nursery staff in the Calderglen learning community to share ideas and work on joint projects;
- Calderwood Baptist Church, including supporting the local food bank;
- Forefaulds Nursing Home and Hairmyres where the children will sing;
- Integrated Children's Services and Home School Partnership who provide a range of resources and support to the school;
- Women's Aid who can support individual children and provide advice on promoting healthy relationships;
- 21st Century Families, a charity which promotes traditional play;
- Active Schools staff and local sports coaches who provide training for staff and support extra-curricular and PE activities; and
- Local businesses which provide a focus for enterprise and many other aspects of the curriculum.

Promoting Positive Behaviour

In Long Calderwood, we promote positive behaviour by operating a whole school approach called 'Going for Green'. This works on a rules, rewards and sanctions system with the children having been consulted at the outset. Each week children take home a bookmark with the appropriate coloured sticker, which lets the parent know how his or her child has behaved that week. This system is flexible and can be tailored to meet the individual needs of all children.

Extracurricular activities

We have a good variety of after school and lunchtime activities. For the youngest of children we have the infant fit club which runs for 4 weeks for every infant stage. Our netball club runs for P6 and P7 boys and girls and Mrs Jarvie coaches a highly successful team each year. One of our parents runs the weekly football club and we have recently started a French cooking club. Our most popular club is musical theatre club. We stage two musicals each year and the Christmas panto is very popular with the whole community. This club is open to all children from P4-7. The children run a range of lunchtime clubs which the younger children enjoy each week.



The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes, they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.gov.uk

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

How we design the curriculum in Long Calderwood Primary

In Scotland, we have always taken pride in planning a balanced curriculum and in Long Calderwood Primary, we design the curriculum based on:

- A main cross-curricular topic;
- A mini cross-curricular topic;
- Core elements (basic literacy, numeracy and health, including two hours of physical activity each full week); and
- Other curriculum areas not covered within the topics.

We try to set each of these areas in a context, which will interest the children whilst allowing us to meet the learning outcomes and experiences. For the main topic, we consult with the children to get their ideas and the class teacher then looks to fit this around the learning outcomes of the curriculum.

Examples of learning across the curriculum



This year the whole school have been investigating the past with a more innovative approach to the topic area. For example, P6 have visited the Riverside Museum and looked at how technology and the expanding population in the Victorian era have shaped our world today. P1 have enjoyed being dinosaur hunters and P5 are studying the impact of religion throughout the world and visited the Museum of Religious Life in Glasgow.

Every stage has contributed to a historical timeline which will go live in March 2016 and to launch this, the whole school will turn into a museum with each class presenting information of a different aspect of history to their families and the community.

Science and technologies

In Long Calderwood we have a dedicated science lab which each class visits at least weekly. Through grants and parent council funding this room is well resourced for the teaching of sciences and technologies. Children in P4-7 have enjoyed workshops in Lego technology and space and the younger children enjoy learning how to conduct experiments and are keen to wear our child friendly lab coats and goggles.

Core Elements

There is a strong emphasis on Literacy and Numeracy throughout the school. In the early stages we use a wide variety of teaching, and learning strategies to ensure every child is mastering the basic skills of reading, writing and number. Children are given the opportunity to learn in an active and stimulating environment that motivates and builds self-confidence.

In the middle and upper stages, we use a strategy called reciprocal teaching in reading, which is a very effective way of promoting children's understanding of text. To enable children to participate in this they require having certain skills and being able to take on a role in a small group. The four main skills are predicting, clarifying, questioning and summarising. The children are then confident in completing tasks, which require higher order thinking. Writing assignments are drawn from across all areas of learning.

Mathematics is taught using a wide variety of methodology and resources and programmes are closely matched to the ability of the children. All teachers use a learning theory which involves acquiring a skill, practising a skill, applying a skill, using the skill to solve a problem and revising this skill to make sure it is not lost. There is a strong emphasis on ensuring the children can explain their thinking and that they can see the patterns in the numbers they are dealing with.

Modern Languages

French is taught from P1-P7 and in P6 children are also introduced to Spanish. Lessons are active and focus on building confidence in speaking and using correct pronunciation.



Spiritual, social, moral and cultural values (religious observance)

Rights of Parents / Carers

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

Equality statement

In Long Calderwood, all members of the school community are given equal opportunities and excellent use is made of promoting awareness of and adhering to children's rights as we work towards receiving a Rights Respecting School Award. We believe that addressing disability and gender equality requires a whole school approach. The school tries to promote diversity throughout our curriculum and through our displays, assemblies, fundraising events and charity work as well as our school values.

The school aims to provide a curriculum suited to the aptitude and ability of each pupil so that all children may realise their potential. Through our commitment to inclusion and equality we hope to develop capacities in all pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

All learners are given chances to explore equality issues and develop 'can do' attitudes regardless of gender, disability, etc. All teachers take the needs of all pupils into account during the planning process and all pupils are supported, especially at particularly vulnerable times such as transitions. Teachers are highly aware of taking learning styles into consideration and realise that the way boys learn best may hugely differ from the styles adopted by girls. A range of opportunities is offered to all those who have involvement with outside agencies and good use is made by many staff of any transition information, which is received by us.

In Long Calderwood, policy and practice are designed to ensure we meet our statutory duties under any current disability legislation and to try to take steps, which take account of the abilities or disabilities of all stakeholders. We strive to make it as easy as possible to allow any disabled persons to participate in all aspects of school life as fully as they can.

We are all aware of the council's priority to promote equality and try at all times to promote positive attitudes and follow all council guidelines on tackling inequality. All staff are well aware of their responsibility in ensuring that council guidelines and procedures are followed.

We make very good use of responsive planning to ensure that boys are actively engaged and motivated in all lessons. ASP's are in place for all pupils who require them and Health and Well-being needs are met through whole school assemblies and via our 'drop in' system where pupils can come to nurture staff if they feel they need someone to talk to. We have had a majority of boys receiving nurture support this session. 2 girls and 13 boys having been involved in this.

Boys are encouraged to take part in netball and girls participate in our school football team. No child is ever excluded from sport activities because of gender or disability (where appropriate).

We strive to use resources which make accessing all curricular areas easy for all pupils, e.g. I-pad, I-pods, etc. Resources are vetted before use to try to minimise the use of materials, which appear to promote unhealthy stereotyping or discourage some children from taking part in certain activities.

Our new build school ensures ease of access to the building for all users, both adults and children. Pupil profiles are used well to monitor progression and attainment and are regularly reviewed. ASPs are regularly updated and monitored, with pupils and parents having opportunities to contribute to the identified targets.

The head teacher for tracking and monitoring makes excellent use of the SEEMIS system. Any discriminatory behaviour is reported, recorded and monitored.

In order to engage parents in supporting learning, we have showcase assemblies lead by pupils to show interdisciplinary learning to parents and to give pupils a chance to talk to their parents about things, which they have been doing in the class. These events are always well attended by parents and we encourage all carers to come along. Carers are also invited to events such as health promotion days, etc.

Parent meetings are arranged to suit family circumstances in order to allow access for as many carers as possible to attend. Parents are given chances at these meetings to feedback on all aspects of school life.

Excellent use is made of Learning Logs as part of homework, linked to classroom work to engage families in what is happening in school and to allow them to help their child.

We try to involve male carers as much as possible and have several dads and granddads that accompany children to our 21st century families play club. This seems to be a very successful venture and we would hope to encourage even more dads to come along next session. We have a dad who is our football coach.

All pupil progress and attainment is monitored via pupil profiles. Staff are all well aware of any procedural guidelines and the use of care and welfare files, pastoral notes and incident logs.

The CPD co-ordinator ensures that opportunities are available for staff to engage in appropriate CPD to keep us informed of good practice in equality and fairness and in particular in Rights respecting School courses.

Assessment and tracking progress

Assessment is an integral part of the teacher's planning and in Long Calderwood we use a range of strategies to ensure we track and monitor progress. Curriculum for Excellence requires children to think at a deeper level now and therefore we have three main approaches to assessment.

Ongoing

Ongoing assessment is carried out in class as part of the day to day routines. Children may be asked to write, make, say or do something and teachers will note this and use the information gathered to plan next steps in teaching. For example once a week all children in P4-7 are given a short writing task linked to their reading novel and in the infant classes teachers listen to children's answers of higher level thinking questions from a story. Increasingly teachers will have conversations with children about how well they have learned and what they feel their next step is. These conversations will help children complete a learning 'profile' which this year is being introduced with P6 and P7 and piloted in other stages throughout the school over the year.

Periodic

Every so often teachers will set tasks to assess progress. This may include end of topic assignments, check-ups, class talks, etc. Information from these assessments will be kept in a folder and again used to plan the next steps in learning.

Other assessments

At other times we will want to gather evidence to monitor our Literacy and Numeracy programmes. In Primary One we assess the children's literacy skills in December, March and June and in all other classes we carry out spelling and reading assessments in November and numeracy assessments in selected classes as required.

As with any aspect of learning if we have an issue or concern about a child we would make contact with the parent and discuss the best way forward for the child.

Reporting

Reporting will be ongoing and comprise of a range of activities, which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings, which offer you the opportunity to discuss your child's progress and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'pupil reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

In Long Calderwood we like to report to parents once each term. In October of term 1 we issue a small report and invite you to meet with the class teacher. Children with additional support needs will also be offered an appointment with the specialist support teacher. In term 2 we invite you for another appointment with the teachers and in term 3 we issue a full report. Children who have additional support plans will also have review meetings at appropriate times throughout the year.

Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 01698 454102.

Support for Pupils

Getting it right for Every Child

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the head teacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on:

www.girfecinlanarkshire.co.uk and
www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

All children are entitled to support with their learning and staff at Long Calderwood use a range of teaching and learning strategies to support different abilities and needs. Some children may require targeted support at any stage in their school life and this may be long or short term. They may need support because of for example, a disability, health, social or emotional needs or a long term learning need.

In Long Calderwood the head teacher coordinates additional support along with the principal teacher who is generally the key adult coordinating support from P1-P3. Identifying needs is always a priority for class teachers and we have a system of staged intervention which is monitored by the head teacher. At all stages we would involve parents and our support for learning teacher. The needs of the child will be assessed and depending on the nature of the support required we may call upon our specialist support teachers or the school psychologist.

Once a decision has been made as to the nature of the support required, a plan is created and discussed with the child, where appropriate, and the parents/carers. Regular communication between home and school is encouraged and where appropriate children are actively involved in setting and reviewing their own targets.

South Lanarkshire Education Resources have published a series of leaflets which cover information for parents and carers about the Additional Support for Learning Acts.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

School Improvement

Achievements over the past 12 months

Throughout the year we have taken a range of positive steps towards achieving our vision for children. Through a focus on sciences and technologies we have given a wider range of opportunities for children to be more inventive throughout the school. Setting problems and allowing them to work collaboratively to come up with theories and solutions in the lab has impacted positively on their approaches in numeracy. More experiences which require independent thinking have been planned within Literacy and cross curricular learning and where age appropriate, all children are aware of the different levels of thinking required within Bloom's Taxonomy. Over the past three years there has been a noticeable improvement in the ability of almost all children to tackle application and analysis questions.

School values are now embedded in the work we do every day and school assemblies, class charters, lessons and other achievements highlight the way our values fit with these areas. Almost all children now uphold our school values most of the time.

The quality of learners' experiences has improved in all areas of the curriculum. Many experiences now delivered are very good with some being excellent and some good. As a result of our validated self-evaluation all staff are now ensuring experiences enable children to use their reading skills in a wider variety of curricular areas.

Improvements in standards of literacy, numeracy and health and wellbeing

Over a period of four years, standards of attainment have improved significantly in literacy and numeracy. Most children are confidently reading texts suitable for their chronological age and the majority can read text above that. Almost all children can use their reading skills to access all areas of the curriculum with confidence and are demonstrating active engagement during these tasks. Almost all children communicate across learning with increasing confidence and in the early stage many children have widened their range of vocabulary and are using it to collaborate with peers and other adults. Throughout the other stages many children are delivering spoken communication of increased complexity with increased confidence and enjoyment. As a result, there has been a small improvement in written communication.


In numeracy, the majority of children have improved their ability to use their knowledge and understanding of the number systems, patterns and relationships and the accuracy and speed with which calculations are tackled show a very good improvement across the whole school. Algebraic thinking has shown an improvement in the early and first stages and the improvement in reading has had a positive impact on the ability of most children to solve real life problems. We are beginning to gather evidence, which indicates that an understanding between relationships is beginning to be better understood.

Information gathered on attainment indicates that overall progress for most children is very good. Only a few children have an additional support plan for numeracy and the number of children requiring one for literacy is decreasing year on year.

In health and wellbeing children are now using skills and strategies to help themselves cope with challenging times and there is an increased understanding throughout the school that the way they behave has an impact on others in the school and wider community. Within our citizenship programme opportunities for leadership have widened and we have raised the profile of personal learning planning at all levels. Children within P7 have used their portfolio well to create a much improved learner's statement.

Future improvements

This year we have written a three year strategic plan which outlines where we aim to be June 2018. A full consultation on improvements is carried out with Parent Council each year. Regular questionnaires carried out at parent appointments by our P7 pupils give us valuable information to help us self-evaluate and set our improvement agenda.

<p><u>Vision and Values</u> To create inventive and imaginative thinkers who respond to change and uphold the school values.</p>  <p><i>Our vision is used to inform all decisions made about the life and work of the school.</i></p>	<p><u>Totality of the Curriculum</u></p> <ol style="list-style-type: none"> 1. Children's rights are both explicitly taught and used to inform planning throughout the school. 2. All children experience high quality IDL through a variety of generative topic ideas. 3. Opportunities for personal achievement and pupil participation are wide and diverse. 	<p><u>Learning and Teaching</u></p> <ol style="list-style-type: none"> 4. Learners' experiences are differentiated to ensure the needs of all learners are met throughout the school. 5. Formative assessment strategies are embedded in the day to day classroom practice of all teachers. 6. Most learners use higher order thinking skills in all areas of learning
<p><u>Experiences and Outcomes</u></p> <ol style="list-style-type: none"> 7. There is a consistent approach throughout the school to using the Es and Os to plan progressive programmes in all curricular areas. 8. Most learners and practitioners are skilled in assessing health and well being Es and Os through the GIRFEC well being indicators and the four capacities. 9. Practitioners have a clear understanding of the expected standards of literacy and numeracy at all stages. 	<p><u>Entitlements</u></p> <ol style="list-style-type: none"> 10. 100% of children are working to capacity in literacy, numeracy and health and wellbeing. 11. Most children come to school ready to learn and the gap between the lowest and highest achievers has narrowed. 12. Learners have frequent opportunities to develop skills for life, learning and work through well planned experiences throughout the curriculum. 	<p><u>Support</u></p> <ol style="list-style-type: none"> 13. Learners keep ongoing records/profiles of their achievement so that they can track their pace of development, recognise their success in achieving learning outcomes and assess the effectiveness of their own learning. 14. All practitioners are skilled in identifying and breaking down barriers to learning.
<p><u>Principles</u></p> <ol style="list-style-type: none"> 15. The curriculum is based on all seven design principles. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 16. There is a robust and systematic approach to standardized and planned assessments; with these being used formatively. 17. Significant aspects of learning are used to plan assessment opportunities which are challenging, broad and show depth. 	

School policies and practical information

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit, Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

All meals include fresh chilled drinking water and milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Milk is also available for purchase to those pupils wishing to buy at breakfast service, where applicable, morning break and lunchtime.

Pupils in:

- Primary 1 - 3 receive a free school lunch.
- Primary 4 - 7 meal cost is £1.50

School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

School hours/holiday dates

The school day is arranged as follows:

Start	9.00am
Interval	10.30 – 10.45am
Lunch	12.15 – 1.00pm
Close	3.00pm

Please see appendix 1 for holiday dates

Enrolment – how to register your child for school

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. Forms are available from the SLC website – www.southlanarkshire.gov.uk, schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, telephone 01698 454102. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2015 is week commencing 11 January 2016. Please remember to bring your child's birth certificate and two current proofs of address. Details of times can be found on our website, but if you cannot manage at those times please call the school office and feel free to make an appointment for another time.

Flying start date

The date P1 pupils come to school for the full day is Monday 22nd August 2016.

Transport

School transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, telephone 01698 454102 or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources telephone 01698 454102.

(ii) Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

Insurance for schools – pupils’ personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects:

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into the school at the pupil/parents’ own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents’ own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils’ clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council’s insurers.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to attend training annually and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Telephone 01698 454375) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Your commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

Data Protection Act 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.

Finally

We look forward to working with you over the years to work in partnership to provide the highest standard of education for your child.



Appendix 1



Education Resources

School holiday Dates Session 2015/2016

Break	Holiday dates		
First Term	Teachers return	Thursday	13 August 2015
	Pupils return	Monday	17 August 2015
September Weekend	Close	Thursday	24 September 2015
	Re-open	Tuesday	29 September 2015
October Break	Close on	Friday	9 October 2015
	Re-open	Monday	19 October 2015
Christmas	Close on	Tuesday	23 December 2015
	Re-open	Tuesday	5 January 2016
Second Term	February break	Friday	5 February 2016
	Re-open	Wednesday	10 February 2016
Easter Break	Close on	Thursday	24 March 2016
	Re-open	Tuesday	29 March 2016
Spring Break	Close on	Friday	1 April 2016
	Re-open	Monday	18 April 2016
Third Term			
Local Holiday	Closed	Monday	2 May 2016
Local Holiday	Close on	Thursday	26 May 2016
	Re-open on	Tuesday	31 May 2016
Summer break	Close on	Friday	24 June 2016
In-service days	Date for teachers return	Thursday	11 August 2016
		Friday	12 August 2016

Notes

- ◆ Good Friday falls on Friday, 25 March 2016
- ◆ Lanark schools will close 9 and 10 June 2016
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Tuesday, 23 December 2015 and Friday 1 April 2016)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 24 June 2016)
Two in-service days for 11 and 12 August 2016 to be confirmed



Education Resources

STAFF DEVELOPMENT DAYS 2015/2016

For more information or if you want this information in a different format or language, please phone 01698 454545 or email education@southlanarkshire.gov.uk.

Group 1 – Clydesdale Learning communities – Biggar, Carluke, Lanark, Lesmahagow	
1.	Thursday 13 August 2015
2.	Friday 14 August 2015
3.	Monday 2 November 2015
4.	Wednesday 10 February 2016
5.	Thursday 5 May 2016

Group 2 – East Kilbride/Strathaven Learning communities – Duncanrig, Calderglen, St Andrew's and St Bride's, Strathaven, Sanderson High	
1.	Thursday 13 August 2015
2.	Friday 14 August 2015
3.	Monday 9 November 2015
4.	Wednesday 10 February 2016
5.	Thursday 5 May 2016

Group 3 – Blantyre/Hamilton/Uddingston Learning communities – Calterside, Hamilton, Holy Cross, Larkhall, John Ogilvie, Uddingston. (including St Mary's Primary, Lanark and St Athanasius Primary)	
1.	Thursday 13 August 2015
2.	Friday 14 August 2015
3.	Monday 16 November 2015
4.	Friday 5 February 2016
5.	Thursday 5 May 2016

Group 4 – Cambuslang/Rutherglen Learning communities – Cathkin, Stonelaw, Trinity, Rutherglen High	
1.	Thursday 13 August 2015
2.	Friday 14 August 2015
3.	Monday 23 November 2015
4.	Friday 5 February 2016
5.	Thursday 5 May 2016



Education Resources

School holiday Dates Session 2016/2017

Break	Holiday dates		
First Term	Teachers return	Thursday	11 August 2016
	Pupils return	Monday	15 August 2016
September Weekend	Close	Thursday	22 September 2016
	Re-open	Tuesday	27 September 2016
October Break	Close on	Friday	14 October 2016
	Re-open	Monday	24 October 2016
Christmas	Close on	Thursday	22 December 2016
Second Term	Re-open	Monday	9 January 2017
February break	Close on	Friday	10 February 2017
	Re-open	Wednesday	15 February 2017
Spring break/Easter	Close on	Friday	31 March 2017
	Re-open	Tuesday	18 April 2017
Third Term			
Local Holiday	Closed	Monday	1 May 2017
Local Holiday	Close on	Thursday	25 May 2017
	Re-open on	Tuesday	30 May 2017
Summer break	Close on	Friday	23 June 2017
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

Notes

- ◆ Good Friday falls on Friday, 14 April 2017
- ◆ *Lanark schools will close 8 and 9 June 2017*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 23 June 2017)
*Two in-service days proposed for August 2017 to be confirmed.



Education Resources

STAFF DEVELOPMENT DAYS 2016/2017

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Group 1 – Clydesdale Learning communities – Biggar, Carluke, Lanark, Lesmahagow	
1.	Thursday 11 August 2016
2.	Friday 12 August 2016
3.	Monday 21 November 2016
4.	Wednesday 15 February 2017
5.	Thursday 4 May 2017

Group 2 – East Kilbride/Strathaven Learning communities – Duncanrig, Calderglen, St Andrew's and St Bride's, Strathaven, Sanderson High	
1.	Thursday 11 August 2016
2.	Friday 12 August 2016
3.	Monday 21 November 2016
4.	Wednesday 15 February 2017
5.	Thursday 4 May 2017

Group 3 – Blantyre/Hamilton/Uddingston Learning communities – Calderside, Hamilton, Holy Cross, Larkhall, John Ogilvie, Uddingston. (including St Mary's Primary, Lanark and St Athanasius Primary)	
1.	Thursday 11 August 2016
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3.	Monday 21 November 2016
4.	Wednesday 15 February 2017
5.	Thursday 4 May 2017

Group 4 – Cambuslang/Rutherglen Learning communities – Cathkin, Stonelaw, Trinity, Rutherglen High	
1.	Thursday 11 August 2016
2.	Friday 12 August 2016
3.	Monday 21 November 2016
4.	Wednesday 15 February 2017
5.	Thursday 4 May 2017

This annex provides links that schools and local authorities may find helpful when developing a School Handbook. The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

Contact Details

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed on the following:

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000