



Education Resources



*Imagine and achieve*




**Handbook 2019**



### Communication strategy

Communication between school and parents and carers is very important to us and we aim to ensure that we keep families informed about all forthcoming events, dates, general information and pupil achievements.

In addition to our newsletters, we also share this information regularly through our school app and also our twitter feed. We encourage all families to ensure that they have access to these two media.

<p><b>Long Calderwood Primary School App</b></p> 	<ul style="list-style-type: none"><li>➤ <b>Our school app can be downloaded from the Apple and Google Play stores.</b></li><li>➤ <b>Or you could scan the following QR code:</b></li></ul>  <ul style="list-style-type: none"><li>➤ <b>Once you have opened the app, just search for 'Long Calderwood Primary School' to see our latest events, news and messages.</b></li></ul>
<p><b>Twitter Name:</b></p> 	<p><b>@long_calderwood</b></p>

# Our school

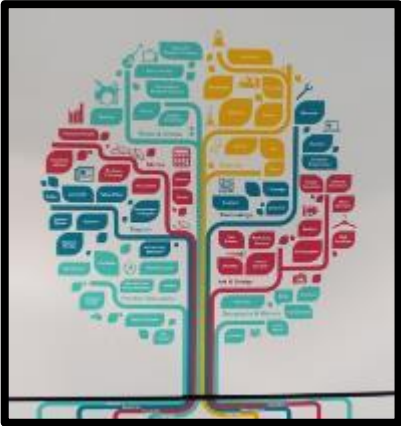


Lunch

Our 'Calderwood' theme



The school garden



Careers Tree in dining Hall



Outdoor Learning



Trip to Dynamic Earth

# Contents

1. **Introduction**
2. **About our school**
3. **Parental involvement**
4. **School ethos**
5. **The Curriculum**
6. **Assessment**
7. **Reporting and tracking progress**
8. **Transitions**
9. **Support for pupils (Additional Support Needs)**
10. **School improvement**
11. **School policies and practical information**

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

Phone: 0303 123 1023 Email: [education@southlanarkshire.gov.uk](mailto: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 continue to improve the teaching of literacy, numeracy and health and wellbeing and are specifically looking at how collaborative learning approaches can enhance learning across the other areas of the curriculum. 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, effort 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 continually addressing how to 'close the gap' between the lowest and highest attaining and achieving children and monitor 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 2019 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

Name: Long Calderwood Primary School

Address: Neville  
Calderwood  
East Kilbride  
South Lanarkshire  
G74 3QT

Phone: 01355 224414

E-mail: [gw14longcwoodoffice@glow.sch.uk](mailto:gw14longcwoodoffice@glow.sch.uk)

Web site: [www.longcalderwood-pri.s-lanark.sch.uk](http://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: 184

Classes: 7 (P1, 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](mailto:longcalderwoodparentcouncil@googlemail.com) or you can visit the parent page of the school website.



Our PC Treasurer at one of  
our parent workshops

### 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. If you think your child will be absent for more than one day, please let office staff know otherwise call in the morning of each day of 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, a phone call or email will be answered as soon as possible, and class teachers will keep the principal teachers and head teacher informed of any concerns and action decided. Sometimes parents/carers may wish to speak directly to the head/principal teachers, 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](mailto: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 Teaching staff

**Head teacher**  
Mrs Lynn Jamieson



Mrs Jamieson has overall responsibility for the school including the building, teaching staff and the standard and quality of schooling provided to all children.

She is the child protection officer, is the named person for all children and is responsible for ensuring the strategic direction of the school leads to positive improvements.

**Principal teacher P1-3**  
Mrs Carol McTaggart



Mrs McTaggart teaches in class four days per week and is usually based within P1-3. She has pastoral responsibility for P1-3 children and ensures that health and safety guidelines are followed throughout the school.

Mrs McTaggart is the Literacy Coordinator for the school and has responsibility for leading staff through all improvements in this area.

**Principal teacher P4-7**  
Mrs Claire Nolan



Mrs Nolan teaches in class four days per week and is usually based within P4-7. She has pastoral responsibility for P4-7 children and coordinates all residential trips.

Mrs Nolan is the Numeracy coordinator and has responsibility for leading staff through all improvements in this area.



**Class teacher**  
Mrs Julie Urquhart



Mrs Urquhart teaches in class full time and is usually based in one of our first level classes. She is our professional learning coordinator and represents the Calderglen learning community at the West Partnership moderation events. Mrs Urquhart is trained in the HWB, programme CUSTTAD.

**Class teacher**  
Mr Steven McGeehan



Mr McGeehan teaches in class full time and is usually based in one of our second level classes. He is our PE coordinator and works with our active school staff to plan and organise extra-curricular sporting activities across the school as well as representing the school at learning community PE meetings.

**Class teacher**  
Mrs Laura Boyle



Mrs Boyle teaches three days per week and is usually based in one of our first or second level classes. She is currently a first level attainment advisor in reading, talking & listening and numeracy. She works with Mrs Gandy and Mrs Urquhart to ensure standards across first level are moderated to an agreed standard.

**Class teacher**  
Mrs Christine Bogan



Mrs Bogan teaches in class full time and usually teachers between early and first level on rotation. She is a trained Give Us a Break facilitator and coordinates this programme for the school.

Mrs Bogan supports the delivery of early level literacy training within the East Kilbride area and is responsible for any musical direction required within the infant department.

**Class teacher**  
Mrs Susan Gandy



Mrs Gandy teaches two days per week and is usually based in one of our first or second level classes. She is currently a first level attainment advisor in writing. She works with Mrs Boyle and Mrs Urquhart to ensure standards across first level are moderated to an agreed standard.

**Class teacher**  
Miss Laura Nelson



Miss Nelson teaches in class full time and is usually based in one of our first level classes. She is currently our learning and teaching advisor and sits on the council's learning and teaching strategy group.

Miss Nelson is also a teacher leader in assessment for learning and with Mr McGeehan leads the staff in self-reflection and evaluation of approaches and methodologies.

**Class teacher**  
Mrs Germaine Roberts



Mrs Roberts currently teaches French and Technologies across the whole school. We are very fortunate that Mrs Roberts' first language is French and the children at Long Calderwood benefit greatly from this.

Mrs Roberts previous career was in the technologies industry and she brings a wealth of expertise to the school. She is also trained in delivering the Bikeability programme to P5 & P6.

## Our classroom based school support assistants



### Left to right

Mrs Bernadette Jarvie (Team Leader), Mrs Anne Marshall, Mrs Eleanor Marshall and Mrs Jacqui Clark

Our classroom based staff are all highly trained in a range of targeted supports including Lego Build to Express, Nurture, Catch-Up Literacy and Numeracy and 5- Minute Box. They are managed by the Learning Community support services coordinator, Debbie Crawford and coordinated by our raising attainment teacher, Mrs Claire Lamont (see below).

### Raising Attainment Teacher Mrs Claire Lamont



Mrs Lamont works two days per week and is responsible for coordinating all areas of additional support needs for targeted children throughout the whole school. She coordinates school support staff and school volunteers and is the first point of contact for class teachers and parents/carers in relation to support for learning.

## Our meet and greet team

When you arrive at Long Calderwood you will be helped by our friendly office staff and janitor.



Mrs Eleanor Goldie (office and first aider) and Mr Alec McMillian (janitor)

## 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](http://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](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://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 our 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, social class, place of birth or disability.
- **Compassion**  
Help and care for people, including those we do not know.



We promote these values throughout the work of the school and focus on individual values as appropriate.

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 decided by the pupils and each house has a captain who is voted for by the children in their house.

We also have class representatives who form the 'Class Reps' and are led by a boy and a girl from primary 7.



**P6  
orienteering  
session  
outdoors**

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, Kilbryde Hospice and Hairmyres where the children will sing;
- Women's Aid who can support individual children and provide advice on promoting healthy relationships;
- 21<sup>st</sup> 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 4-8 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. We have two football clubs and have short term dance, athletics and cross country clubs for older children at lunchtimes. Our most popular club is musical theatre club. We stage two productions each year and the Christmas concert is very popular with the whole community. This club is open to all children from P4-7. After February weekend, our children run a range of lunchtime clubs which the younger children enjoy each week.

*Photographs from our June 2018 production of Treachery at Traitor's Quay set during WW2*



# 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 21<sup>st</sup> 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](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://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.

<b>Level</b>	<b>Stage</b>
<b>Early</b>	The pre-school years and Primary 1 or later for some.
<b>First</b>	To the end of Primary 4, but earlier or later for some.
<b>Second</b>	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 children have been studying a variety of themes: P1 have been learning about woodlands and forests; P2 have enjoyed finding out about our community; P3 worked hard to investigate winter festivals and P4 are our eco team and have been studying Planet Earth. In the upper school P5 & P6 learned about Extreme Earth, and P7 have been challenged through various aspects of engineering.

## 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. Early story writing is based on the foundations of talking and drawing and by the end of the early stage children are writing their own two or three part stories.

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. A structured writing programme based on 8 different text types begins in P2 and children build up a wealth of knowledge skills to allow them to express themselves in writing across the curriculum.

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 solve problems, 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.



## Religious and moral education

Curriculum for excellence guidelines are followed and all pupils enjoy a range of religious and moral topics. The focus of assemblies is often based on religious festivals from all world religions and Easter and Christmas are celebrated within the school. Our chaplaincy team comes from Calderwood Baptist Church and we often use their premises for Harvest, Easter and Christmas services. The team also provide support for teachers with lessons on the Christian religion and P6 and P7 are invited to visit the church for fun activities at Easter and Christmas.



## **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.

## **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 November, March and if required, June and in all other classes we carry out spelling and reading assessments between November and February and numeracy assessments in P4-7.

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 which includes a detailed assessment of effort then 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 issue a full report and in term 3 we invite you for another appointment with the teachers. 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 **0303 123 1023**.

# 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 a principal teacher of pupil support in a secondary school.

If you have any concerns relating to your child's wellbeing you can speak to the Named Person who will be happy work with you to address any issues and to ensure that your child gets help that is needed at the right time.

**More information can be found on:**

[www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://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 raising attainment teacher. We have a key adult in the school who coordinates support for health and wellbeing. 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 raising attainment 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: 0345 123 2303

Address: Enquire  
Children in Scotland  
Rosebery House  
9 Haymarket Terrace  
Edinburgh, EH12 5EZ

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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](mailto:info@enquire.org.uk)

# School Improvement

## Literacy

Teaching and learning in literacy continues to strengthen and there is an embedded pedagogy throughout the school. Our school is part of the active literacy group and is now in phase 2. All staff have completed updated training and this has led to more collaborative planning between stages, an improved structure to the programme in P4-7 and the teaching of comprehension is now more consistent across these stages. Attainment continues to remain steady with improvements in targeted areas. Staff are confidently working with active literacy approaches and there is a developing expertise which teachers are willing to share with other professionals. We have delivered training on active literacy to the staff of Calderglen English department with a view to making the 2<sup>nd</sup>-3<sup>rd</sup> level transition more seamless and have hosted visits into classrooms from a number of schools beginning their active literacy journey. Many staff members have delivered high quality training on a variety of aspects of active literacy and phonological awareness and membership of the P1 working group and/or attendance at the training has provided excellent professional learning opportunities for many staff.

At the early level we have introduced a period of phonological awareness teaching prior to any phonics teaching and this has resulted in improved attainment not only in phonological awareness but in phonics and reading also. We have also been successfully using a pictorial resource to support children in P1-3 to build their sight vocabulary and teachers observe a small increase in this strategy being used to decode texts. From early to first level, there is now a seamless transition in writing with differentiated 'Foundations of Writing' being continued until teacher judgment deems it is the correct time to begin teaching of the literacy of writing.

All staff have taken part in training to develop professional knowledge and understanding in the variety of ways texts can be linked and all teachers are taking this into consideration when planning next steps and new spelling assessments which are consistent with teaching and learning content have been introduced. A number of teachers have been carrying out action research into acting on the results of these assessments which has improved the scores of almost all children in P5 & P6.

This year attainment has been tracked on a more regularly basis and action is being discussed in collaboration with our raising attainment team and shared with parents and children. We have evaluated and improved targeted support in literacy and identified and acted upon more specific needs earlier.

Throughout the school we have effectively moderated the application of writing, listening and talking and the literacy benchmarks at a school, local and cross authority level. This has enabled staff to discuss a range of standards within literacy and evidence from class visits and snap shot jotters show that this is beginning to improve consistency of expectation across the school.

## Numeracy

Almost all children are attaining at their expected level in numeracy and the majority of children have a firm understanding of all taught strategies and can apply these in most situations. Individual children who are not attaining are being tracked and revision and/or support is being put in place. A small number of children have been screened as suitable candidates for Catch Up Numeracy and we have 2 members of staff who have completed the training. These children are showing improvements and one child is now working at the expected level for his age/stage. A small number of children are being given targeted support using the 5 Minute Numeracy toolkit and assessments and class teacher's observations indicate there has been an improvement in basic number skills of the targeted children.

A multi-sensory approach to numeracy and mathematics teaching that uses structured patterns and encourages the understanding of number and number relationships is being successfully used throughout the school and this year we have enhanced this by introducing the Concrete, Pictorial, Abstract (CPA) approach which has decreased the number of children requiring re-teaching and

/or increased revision of skills and concepts. In the early level we have ensured that we have established 'Firm Foundations' and this has improved the understanding of numbers in our P1 children.

A new planner is being used effectively to ensure coherence and progression and links are now being made to the benchmarks at all levels to inform opportunities for assessment. Assessments are built in to planning and all children's milestone achievements are tracked and recorded. Children who are not attaining their milestones are given further teaching and any concerns of regular occurrences are discussed at attainment meetings and acted upon.

### **Health and well-being**

As in previous years we continue to take a nurturing approach to health and well-being and would consider the positive and purposeful learning ethos within the school a strength. There is a strong emphasis on safeguarding children and all staff value the rights afforded to children and take cognisance of this when planning lessons, providing pastoral support and managing behaviour. Universal support is offered within classrooms and our curriculum takes account of the variety of circumstances our children are faced with. Our change and loss programme has once again been found to give children a variety of strategies to deal with such events and sharing problems and concerns is part of the everyday life in school.

Children have recently undertaken a self-assessment against the well-being indicators and this year we will use that information to plan next steps in learning for the class. Parents/carers were invited to a mental health and well-being information event and comments from those in attendance indicated that overall this event has been informative and well received.

Targeted support for HWB has diversified recently and we now offer nurture, behaviour support and the 'Wee Worry Workshop' for children who have social communication difficulties. Another Give Us a Break group ran this year and included one child from another school for the first time.

### **Employability skills**

Over the year staff have developed a more secure knowledge and understanding of how to develop employability skills in our children and link this with BTC4 skills for work. They have taken part in a learning community network event, looking outwards to Scottish Education Award winning Sanderson High and the practices they have put in place with children working at early and first level. Staff saw the potential for using some of these ideas in their work in this area. All staff make use of the attributes of the four capacities and skills for work in planning IDL topics and we promote how important it is to be proficient in literacy and numeracy to gain success in the workplace.

Throughout the session all Friendship Fridays have centred around the theme of 'Careers' and skills for work and this culminated in a successful showcase for parents, turning the school into a 'Careers Centre'. Each class had studied a different range of jobs and places of work and produced information for parents/carers. The following day, pupils were able to visit each other's classes to find out about areas of possible employment and enjoy the 'street food' designed, produced and marketed by each class.

The enterprise committee (P6) worked hard during the year to ensure opportunities for enterprising approaches were built in to the life and work of the school and produced a booklet for each class to take to their new teacher with memories of the year and their hopes for the next school year. At the end of their primary school career, P7 produced a school newspaper with every class member taking on a 'working' role.

## Overall achievement

Session 2017-18 was a very busy school year and all children have made positive steps in their journey to becoming successful learners, confident individuals, responsible citizens and effective contributors.

Attainment data in literacy and numeracy shows almost all children are meeting expected levels and those who are not have made progress to achieving their individual targets. Our curriculum aims to address the needs of the children in their community by providing a wide range of opportunities and experiences with many new initiatives proving very popular within the classrooms.



Over the year a variety of masterclasses have been delivered and children have enjoyed experiences which have enhanced teaching and learning including; whole school outings to the safari park and the theatre, visiting theatre with specialist workshops, visiting the East Kilbride book festival, the library summer reading programme and the First Ministers' reading challenge, social activity days organised by our Parent Council, reading, writing and maths workshops including financial education, specialist music classes with opportunities for P5-7 to learn a musical instrument and the opportunity to share their learning with their peers and families through showcasing an area of learning. This year each class had the opportunity to turn their room into a careers centre with classes choosing to set up a gym, spa, travel agent, emergency services information centre etc. and our P7 class visited Sky Skills Studio and produced a TV news report which was shared with the school.

Opportunities to develop as a responsible citizen continue to grow and once again we have ensured pupils have a voice within the school with our class representative system. P4-7 pupils have the opportunity to be a 'buddy' or a 'Rights Knight' and P3-7 children are part of a school committee such as Fair Trade or Eco. We are supported by parents/carers to encourage children to follow an effective positive behaviour system and this allows everyone in the school community to learn and play in a safe environment. Where this is a challenge for any child support is offered and this year has it been extended to include nurture, behaviour support, dealing with emotions through our 'Wee Worry Workshop', Give us a Break and Lego Build to Express

We continue to enable children to develop as confident individuals in Long Calderwood by encouragement to take calculated risks and providing opportunities to develop a variety of skills for learning, work and life. We have a strong ethos of promoting the pursuit of a healthy and active lifestyle and provide many opportunities for them to do this including using the Better Movers Thinkers programme in PE, tracking fitness levels with older pupils, offering specific health masterclasses such as athletics, lunch and after school active clubs including play club, football, netball, dance, mini fitness etc. and opportunities to take part in competitive events in a safe environment. We make sure all children in the school can swim and offer a course of 12 lessons at the local pool to P3 and again in P4 to those who still need support after this course. We are committed to our children being safe and offer basic cycling skills through balance bikes, a short basic skills practice block in P4 and then Levels 1 & 2 Bikeability in P5 and P6. To improve our dental health record, P6 or P7 organise a reward system to encourage the replacement of a sugary snack with a fruit or vegetable snack for playtime. We are also supported by the NHS in the tooth brushing programme for P1 & P2. Both these initiatives have led to a small improvement in our dental health statistics.

We believe it is important that children achieve success in different areas of activity and provide the opportunity for every class to take part in a showcase which involves performing to an audience and one which enables them to share with parents/carers what they have been learning. P1-3 work as a team to perform the annual Nativity and all P4-7 children either take part in a Christmas concert or attend musical theatre club where, as part of a company, perform in a concert and musical every year. Over time we have seen the benefit of these experiences and most children will confidently speak in class, at assemblies and events and to a range of visitors.

Opportunities are also provided to ensure the children develop their own beliefs and are able to talk about these. Weekly assemblies take account of many religious festivals, key citizenship days and key speakers from charities. Religious and moral education lessons follow curriculum guidelines and there are opportunities built in throughout the year for the children to observe the Christian religion through classes hosting assemblies at the local church, P6 & 7 attending fun events at the church and the chaplaincy team delivering class talks and assemblies on themes chosen by the school.

We make every effort to ensure our children are able to contribute effectively to society and offer a range of experiences, leadership opportunities and teaching and learning activities to enable them to do so. Our older children successfully run a credit union with the support of a trained parent and this has prompted us to use their skills to assist in the collecting money for other reasons including supporting staff to run the book fair. Linked with our school productions we also support local hospitals, hospices and care homes by taking small choirs to entertain the patients and residents and support the Parent Council Christmas Fair by opening it with a few carols. We encourage an identified group of P7 pupils to volunteer as librarians and throughout the school encourage participation in outside competitions, Parent Council and community events including supporting the local food bank. We also have a group of children from P5-7 who enjoy contributing to various school clubs and events through sharing their technical expertise and their patience and commitment is commendable.

This year we look towards children gaining accreditation for contributing and we begin with the P7 class taking part and hopefully gaining the Prince William Award which aims to: "Help children develop an inner strength that will carry them through life and give them the confidence to be comfortable in their own skin."





**Three year strategic aims**

<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<p>Track, analyse and respond to pupil attainment (Literacy &amp; Numeracy) and achievement (HWB).                      Develop and embed high quality learning and teaching across the school and the curricular areas.                      Identify and remove barriers to learning. (LC priority also)</p>	<p>Track, analyse and respond to pupil attainment (Literacy &amp; Numeracy) and achievement (HWB).                      Review the content and structure of the curriculum.                      Develop new partnerships which have a positive impact on attainment and achievement.                      Develop family engagement strategy to ensure parents/carers are confident in supporting learning.</p>	<p>Track, analyse and respond to pupil attainment (Literacy &amp; Numeracy) and achievement (HWB).                      Review all transitions (sectors and levels) to ensure continuity and progression.                      Review the use of all available resources to meet the needs of learners.</p>

## 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 (where your take home pay is less than £610 per month), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,515 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 £1.65

### 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 to 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 and
- footwear that may damage flooring.

## **Allergies**

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

## **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](http://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 page 39 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](http://www.southlanarkshire.gov.uk), schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, Phone 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2018 is week commencing 14th January 2018.

## 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, Phone 0303 123 1023 or web [www.southlanarkshire.gov.uk](http://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 Phone 0303 123 1023.

#### (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

### Insurance for schools – pupils' personal effects (Appendix)

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](http://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 receive an annual update 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 Councils 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](http://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, and 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](http://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. (Phone **0303 123 1023**.) or email us at: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk) or visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **Your commitments**

We ask that you:

- support and encourage your child's learning
- respect and adhere to the school's 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.

## **General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)**

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 GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the school.

### **Privacy Notice**

#### **Introduction**

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

#### **Using your personal information**

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

#### **Information we collect from you about you and your child at enrolment**

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

#### **Information we collect at other times**

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

- When you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If you wish to participate in activities or support for young people through our youth centres, or through adult learning programmes within the community, we will also ask for your personal information to support your application. This may include information about family circumstances or medical conditions.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.



### **Information that we collect from other sources**

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

### **Why do we need this information?**

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

### **We will share your information with:**

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

([https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general\\_privacy](https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy)).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link  
[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

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 fact file - Assessment and qualifications

Information on recognising achievement, reporting and profiling

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

## **Transitions**

Curriculum for Excellence fact file - 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

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

Life in Long Calderwood





**Education Resources**  
School holiday Dates Session 2018/2019

Break	Holiday dates		
<b>First Term</b>	<i>Teachers In-service</i>	<b>Tuesday</b>	<b>14 August 2018</b>
	<i>In-service day</i>	<b>Wednesday</b>	<b>15 August 2018</b>
	Pupils return	Thursday	16 August 2018
September Weekend	Close on Re-open	Thursday Tuesday	20 September 2018 25 September 2018
October Break	Close on Re-open	Friday Monday	12 October 2018 22 October 2018
	<i>In-service day</i>	<b>Monday</b>	<b>19 November 2018</b>
Christmas	Close on Re-open	Friday Monday	21 December 2018 7 January 2019
<b>Second Term</b>			
February break	Close on Closed on	Friday Monday and Tuesday	8 February 2019 11 February 2019 12 February 2019
	<i>In-service day</i>	<b>Wednesday</b>	<b>13 February 2019</b>
Spring break/Easter	Close on Re-open	Friday Monday	29 March 2019 15 April 2019
	Close on Re-open	Thursday Tuesday	18 April 2019 23 April 2019
<b>Third Term</b>			
Local Holiday	Closed	Monday	6 May 2019
	<i>In-service day</i>	<b>Tuesday</b>	<b>7 May 2019</b>
Local Holiday	Close on Re-open	Thursday Tuesday	23 May 2019 28 May 2019
Summer break	Closed	Friday	28 June 2019
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

Notes

- ◆ Good Friday falls on Friday, 19 April 2019
- ◆ *Lanark schools will close 6 and 7 June 2019*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 21 December 2018 and Friday 29 March 2019)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 28 June 2019)  
\*Two in-service days proposed for August 2019 to be confirmed.



Finance and Corporate Resources  
Finance Services

**Educational excursions within and outwith the UK  
Personal accident and travel insurance for  
participants, teachers and other adults**

**Insurer** Chubb **Expiry date** 31 March 2019

**Policy Number** UKBBBO04141

**Personal accident insurance**

Participants

Death - £20,000  
Permanent Total Disablement - £25,000

Teachers/Other Adults

Death - £25,000  
Permanent Total Disablement - £25,000

**Travel insurance**

Loss of/or damage to baggage

Limited to £10,000  
(£2000 limit per any one article, pair or set)

Disruption (excluding UK)

£10,000

Loss of Money

Limited to £5000

Personal Liability

£5,000,000

Medical Expenses (Outwith UK)

Unlimited

**This is a summary document. Exact cover, terms, exceptions and conditions are contained in the policy documents.**

**For further information on any of the above please contact Risk Management on 01698 455823.**

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Fax: 01698 454472 Minicom: 01698 454039 Email: elaine.samson@southlanarkshire.gov.uk



INVESTORS  
IN PEOPLE



Healthy  
Working  
Lives





