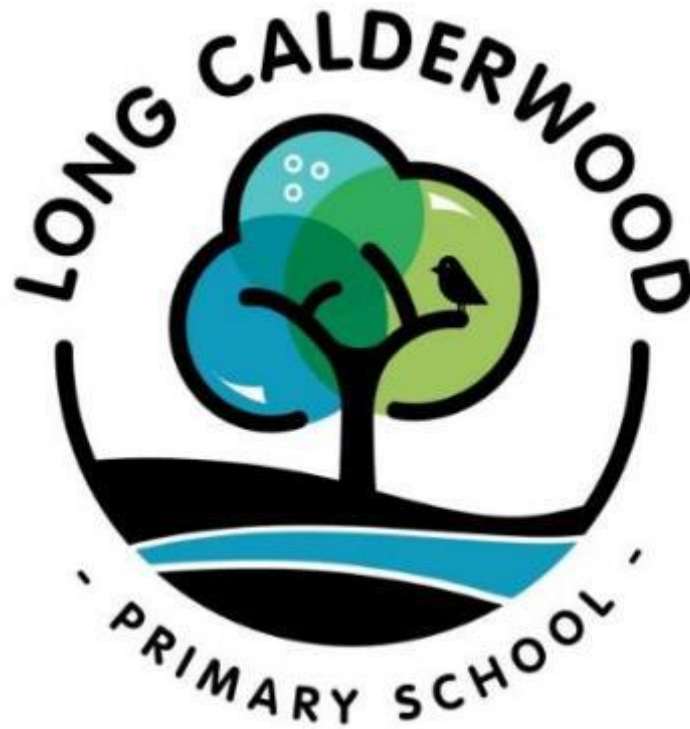




Education Resources



Imagine and achieve




Handbook 2021



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 our Twitter feed. We encourage all families to ensure that they have access to these two media.

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

Our school



Lunch

Our 'Calderwood' theme



The school garden



Careers Fan in dining Hall



Outdoor Learning



Our art club members

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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: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

Introduction by the Head Teacher

Dear Parents/carers

We have written this handbook to provide you with information about our school and our aim to deliver the highest possible quality of education possible. 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 will explore ways to enhance literacy, numeracy and health and wellbeing with a focus on how we can best equip children and parents/carers to make the best use of online learning platforms. We also want to ensure children have mastered skills and concepts in numeracy and mathematics. 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 the 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, 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 2021 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

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: 189

Classes: 7 (P1, P2- 31 children with 2 teachers, P3, P4, P5, P6 and P7)

Parent Council

We have a supportive and active Parent Council within the school. The chair of the Parent Council is Mr Brian Kerr. We meet every second month and plan joint events such as activity afternoons and fundraisers. If you wish to contact our chair please email him at longcalderwoodparentcouncil@googlemail.com or you can visit the parent page of the school website.



Our PC organise lots of
activity events

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. You will be prompted to press one 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, you should send a letter or email 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. We will answer a little note in the homework diary, a phone call or email 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 you can do this by calling or email the school office to make an appointment. We discuss concerns of any type openly, and seek a solution. 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 we answer your concerns 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 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. She has recently completed her 'Give us a Break' facilitator training.

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 and moderation coordinator and our link teacher with the West Partnership Collaborative. 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 works across all stages in the school.

She is our school's STEM (science, technology, engineering and mathematics) ambassador, represents our school at council and national events and advises staff on these areas of the curriculum.

Class teacher
Mrs Christine Bogan



Mrs Bogan teaches in class full time and usually teaches 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 has been instrumental in leading the school's play and outdoor learning strategy.

Class teacher
Mrs Susan Gandy



Mrs Gandy teaches two days per week and teaches across all stages in the school.

She is currently responsible for the leadership of Religious and Moral Education, is monitoring the implementation of a new teaching methodology and supporting staff in this initiative.

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, Julie Humphries 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.



L to R: Mr Alec McMillan (janitor), Mrs Eleanor Goldie (office and first aider), Mrs Eleanor Maxwell and Mrs Susan Ralston (office)

Mrs Ralston also works in class as a member of our raising attainment team.

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 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, and 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'. The pupils decide our house names 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;
- Kingsway Nursing Home, Kilbryde Hospice and Hairmyres where the children will sing;
- 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 based on the work of the educationalist Paul Dix. The main principles of this approach are:

- There is no public recording of behaviour
- All children are expected to do as they are asked first time
- We do not ignore misbehaviours, but dealt with these initially through a gentle reminder, then a verbal warning and if this does not work a child may be sent to another location for a re-set, which gives the children thinking time to consider their actions and return to class with a fresh start. There may also be consequences for misbehaviours that are more serious or for repeated defiance. We aim that these consequences will be timely and proportionate to the misbehaviours e.g. fighting in the playground would result in missing the next playtime.
- Teachers will make a point of greeting their children every morning in a way that each child chooses.
- We will encourage children to walk with pride around the school and will get children's attention by raising our hand up and waiting for everyone to settle.
- Every class will have an achievement wall for children who are going 'above and beyond' what we ask of them.
- In terms of expected behaviours, staff are using the terms safe, respect and ready to learn.

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. We have two football clubs and have short-term dance, athletics, and cross country clubs for older children. Our most popular club is musical theatre club. We stage two productions each year and 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 2019 production of Alice in Wonderland



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 children have been studying a variety of themes: P1 have been exploring colour in our world; P2 have enjoyed learning what a baby needs; P3 worked hard to investigate autumn and its festivals and P4 & P5 have been learning all about primates and produced fact books for other children to read. In the upper school, P6 & P7 have been studying the area of Calderwood and learning how to read maps and all about the local amenities in the area.

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. We give children 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.

We teach Numeracy and mathematics 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. We have a strong emphasis on ensuring the children can solve problems, explain thinking and see the patterns in the numbers they are dealing with.

Modern languages

We teach French from P1-P7 and in P6, children also have a taster of Spanish. Lessons are active and focus on building confidence in speaking and using correct pronunciation.



Religious and moral education

We follow Curriculum for Excellence guidelines 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 1 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

The school's arrangements and approached for tracking and assessing pupils' progress and planning their future learning.

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, and 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 is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all of the support they need from their families, with help from universal education and health services. When needed, the named person in education can offer help and support to children and families to make sure that the child's wellbeing is developing and that any issues are being addressed.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

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 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

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

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy was launched in March 2019 and supports the action in Getting It Right for Every Child in South Lanarkshire's Children Services Plan 2017-20 – 'Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed practice'.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers, which aim to share information on attachment theory and on how this can inform the ways in which we support children and young people.

These are available from schools and the SLC Staff Learning Centre Sway

School Improvement

Numeracy

Teaching in numeracy and mathematics continues to be of a very high standard. There is a continued visible consistency throughout the school from P1-7; all staff use the [Concrete, Pictorial and Abstract approach](#) to teach new concepts and to develop and strengthen pupils' conceptual understanding of number.

This year class teachers have developed their professional knowledge and understanding of what makes an effective 'intelligent' practice task to ensure mastery of skills in concepts. 'Intelligent' practice tasks foster problem solving and creativity whilst enabling students to explore beyond the simplest form of the concept and make connections with other concepts rather than completing tasks that only contain mechanical repetition. Our class teachers have been sharing and moderating their practice tasks to ensure that the quality is consistent throughout the school.

Our school led a successful in house self-evaluation exercise (SEE) to determine if our class teachers were able to make professional judgements of where pupils were in the mastery of skills stages of learning. Our professional learning on quality practice and application tasks helped us to prepare for our whole school self-evaluation and make an accurate collective judgement about our progress.

Findings from this SEE showed that the subject knowledge of numeracy and mathematics amongst the staff is high and that teachers are highly skilled in the teaching methods of delivering the numeracy and mathematics curriculum. The SEE also established that our staff are almost always able to make a professional judgement about where pupils are in the mastery of skills stages of learning and also meaning that pupils are attempting application tasks when they were ready to. Our principal teacher and class teachers responsible for moderation throughout the school have started to collate high quality 'intelligent' practice tasks that have been shared by class teachers to provide examples for everyone. These findings also highlighted a positive ethos of engagement, attainment and achievement throughout the school and that almost all pupils were highly engaged in their learning tasks. Our pupils are also beginning to notice the connections between concepts and are tackling practice skills of increasing complexity and creativity. Consequently, our pupils are becoming more confident in applying learning to a new situation

Additionally, class teachers have engaged in professional learning about '[Number Talks](#)' to support the development of pupils' computational fluency and enable them to respond to calculations more efficiently and accurately. Number Talks also enables our pupils to deepen their number sense and helps them to be more ready to apply strategies to add, subtract, multiply and divide.

Almost all staff are incorporating Number Talks sessions in their numeracy sessions and some staff are designing their Number Talks questions around the principles of 'intelligent' practice tasks to ensure that all pupils can access the question and think beyond a basic calculation. Staff have noticed that children are becoming more able in verbalising their mathematical thinking and reasoning because of participating in our Number Talks sessions.

Our school support staff continue to provide quality targeted interventions in Numeracy. Training for support staff and school volunteers in [5 Minute Numeracy Box](#) toolkit has been provided and monitored closely by our raising attainment teacher to ensure that interventions are consistently of a high quality.

We have made more use of Easimaths and IDL Numeracy data to track and monitor pupil usage and identify individual problem skills. Class teachers have reported that this is having a positive impact on pupils' abilities to apply previously taught skills when learning new concepts.

Our staff have continued to focus on planning meaningful numeracy across the curriculum experiences to teach and assess numeracy skills in cross-curricular themes. An example of this

has been the experience of our upper school classes engaging in a successful business enterprise in collaboration with Virgin Money bank. Moreover, one of our infant class teachers has engaged in professional learning about explorative play experiences with a STEM (science, technologies, engineering and mathematics) focus and this has been embedded in the early level curriculum. This has been a great success with a high level of pupil engagement.

We were pleased to receive positive results from a parents and pupils survey during the lockdown period that numeracy has been a popular subject and that the pupils have been enjoying engaging with numeracy tasks on Google Classrooms. This will help us to support modelling our blended learning tasks more effectively.

Literacy

In Long Calderwood, we place a high importance on the development of literacy with an understanding that our pupils develop at different rates and have different needs. Staff are committed to providing a high quality of teaching and learning and this is reflected in the engagement and attainment of our pupils. Early intervention is key in identifying, implementing and evaluating a range of supportive strategies for those pupils who require additional support. This includes phonological awareness focus groups, use of onset and rhyme, 5-minute literacy box, IDL and Scotland Reads. Reading engagement continues to be high and the purchase of new interesting and relevant texts enhances pupils' experiences. We continue to link texts where possible and teach new vocabulary through daily guided reading lessons.

We use diagnostic screenings and standardised assessments alongside ongoing teacher assessments to inform future planning. Data is easily accessible by all teaching staff using the attainment spreadsheet. We regularly update this information to ensure it remains current and enables informed judgements on attaining a level, providing targeted support and evaluating progress to be made.

All staff embrace opportunities for training, and willingly share their learning with colleagues. Moderation across all stages plays an important role in ensuring input with pupils is of a consistently high quality.

At the Early level, we continue to place a high level of importance on learning through play. Use of role-play areas, storytelling and puppets ensure all pupils in our earliest stages have daily opportunities to explore language and words, extend their vocabulary and talk in social situations about things that are personally meaningful to them. We are beginning to see an impact in some areas. Play observations used in Primaries 1 and 2 have enabled us to gain a better understanding of pupils' play styles and preferences. We have used this information to good effect, when planning for pupils in Literacy and across the curriculum.

We also use oral storytelling regularly and to good effect and in first level and has been an effective bridge between Foundations of Writing and the beginning of learning the literacy of writing. Oral storytelling has helped many pupils become more creative and inventive in their writing. The children enjoy the satisfaction gained from performing their own story and the collaborative element has allowed all pupils to achieve success.

At second level, we have looked to improve writing attainment by introducing writing blocks over a one or two week period. Teachers also worked collaboratively to generate a bank of creative hooks for use within our writing methodology. This will allow for more creativity in the way in which teachers can implement their writing lessons. The use of the writing blocks in the upper stages has increased pupil enjoyment and the depth at which our older pupils are able to engage with a piece of writing. The generation of the bank of creative hooks is ongoing and we will look to assess the impact of this in the new session.

We introduced our Books at Bus Stops Initiative, to encourage reading for pleasure and to encourage pupils to read a range of genre. The idea came from a real-life idea in France where a box or shelf of books is placed at bus stops for passengers to read as they wait. Our Parent Council purchased and placed 6 benches around our school and collected books to go alongside them. Unfortunately, our Books at Bus Stops initiative has been paused due to current circumstances. However, when circumstances allow, we have everything in place to reinstate it and are confident that there will be a positive impact.

Health and well-being

We have successfully implemented the [Jigsaw health and well-being programme](#) throughout the school. One member of staff has piloted the new Jigsaw Families resource, bringing parents into school to work alongside children. A member of staff and the head teacher were involved in professional learning for another local school and the success of Jigsaw in Long Calderwood led to another school using the resource. We have purchased outdoor resources and more use has been made of our courtyard for learning through play, especially in the infant classes. Some children have been involved in gardening in the courtyard. We were able to provide nurture sessions for 6 P1 pupils and 3 P3 children. We ran 2 cohorts of children using our [Choose to Cope](#) resource and this involved 15 pupils from P4-6.

Staff are all well- aware of the need to keep adverse childhood experiences in mind for their pupils and this has led to more targeted support where needed. Parents/carers who attended the Jigsaw Families sessions were able to spend quality time with their children and engage with the school. The pupils in nurture were more settled in class and those on the Choose to Cope groups all had success in finding strategies to deal with their anxieties and were more confident in school.

Overall achievement

2019-20 proved to be a very challenging session. However, up until March, children at all stages continued to experience a high quality broad and balanced curriculum in line with the Curriculum for Excellence. A particular focus of this session has been the promotion of wider achievement and increased participation in a wide range of activities to support the development of the four capacities. Our P1 & 2 pupils focused on play, especially outdoor learning through play, P3 have successfully completed the 21st Century P3 Play Award and P4-7 participated in the [JASS Award](#). We have utilised a variety of media to communicate with our parents and this has increased parental engagement. We use our school Twitter page to inform parents of events, learning experiences and achievements within the school day. We have also successfully used our school app to keep our parents up to date with important upcoming events.

Attainment data in literacy and numeracy shows that the majority of children are meeting expected levels and those who are not have made progress to achieving their individual targets. Staff continue to make use of attainment data and have liaised closely with our raising attainment teacher, which has resulted in high quality, targeted support and interventions being put in place.

Work with the West Partnership has resulted in staff becoming more confident in taking responsibility for action research, which is relevant to their own class. Staff have developed many important skills including identifying and interrogating specific evidence, evaluating what the information is telling us and planning how to implement a small test of change to improve outcomes for children. This project was interrupted by lock down and will be continued in the new school year.

Our curriculum aims to address the needs of the children in our community by providing a wide range of opportunities and experiences with many new initiatives proving popular in the classrooms. This year we have promoted the use of ICT applications such as IDL, Easimaths and Language Nut, all of which aim to build on individuals' revision skills. This has had a positive

impact on pupils' learning in class. We have also encouraged the use of Discovery Learning and Discovery Education applications to support the interdisciplinary learning in class.

We continue to make better use of areas outside the classrooms. We have created a sensory area to support the needs of individual pupils and we launched our school lending library, which each pupil visits fortnightly. Our primary one and two pupils have also benefited from borrowing our home-school story sacks. This has increased parental engagement with our school. We have invested time and resources into developing our courtyard to promote outdoor learning and the importance of play.

We continue to enable children to develop as confident individuals in Long Calderwood by encouraging them to take calculated risks and by providing opportunities for them to develop a variety of skills for learning, work and life. We promote a strong ethos of pursuing a healthy and active lifestyle and provide many opportunities for them to do this including the Better Movers Better Thinkers P.E programme, pupil led lunchtime athletics and sports clubs, extra-curricular football, netball, cross-country, athletics and dance clubs. Pupils have also had opportunities to participate in competitive events in a safe environment. We ensure that all of our children are able to swim and offer a course of 12 lessons at the local pool to P3 and again in P4 to those who need support after the course. We are committed to our children being safe and offer basic cycling skills through balance bikes, and a block of Levels 1 & 2 Bikeability. To improve our dental record primary seven organise a reward system to encourage the replacement of a sugary snack with a piece of fruit or vegetable for playtime. The NHS tooth-brushing programme also supports this for P1 & 2. Both of these initiatives continue to improve and maintain our dental health statistics.

We continue to ensure that our pupils are developing as responsible citizens by ensuring that our pupils have a voice within the school with our class representative system. Our P4-7 pupils have the responsibility of being a 'buddy' to the younger pupils in the school and P3-7 pupils take on the responsibility of leading one of our school committees such as Eco, Enterprise or 'Rights Knights'. We use a positive behaviour system throughout the school and this allows everyone in the school community to learn and play in a safe environment. Where this is a challenge for any child then we offer support. The work with Learning Community colleagues in taking a fresh approach to managing pupil behaviour has been strongly influenced by the work of Paul Dix. All staff have successfully implemented a significant number of positive, nurturing strategies, which has strengthened the existing positive relationships between adults and children and children and their peers. Observations have noted older children supporting younger children, a collective willingness to listen to large group announcements and the quicker resolution of playground conflict. Children are working better in teams has become more apparent that collaboration is becoming more important than competition.

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 that enables them to share with parents/carers what they have been learning. Over time, we have seen the benefit that these experiences have had on pupil confidence. Most children develop their ability to speak in front of large audiences including assemblies, events and to a range of visitors.

We also provide opportunities to ensure the children develop their own beliefs and are able to talk about these. Our weekly assemblies focus on learning about many religious festivals, key citizenship days and key speakers from charities. This year we have supported NSPCC, Cancer Research UK and our local foodbank. Religious and moral education lessons follow curriculum guidelines and there are opportunities built 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 our school chaplain delivering whole school assemblies with links to our whole school themes. We have recently purchased a whole school RME programme that provides breadth, depth and progression and we look forward to using this in the new session.

This year we have been very successful in providing leadership opportunities to ensure that our children are able to contribute effectively to society. We have a head boy and a head girl who represent our school at main events. Our older pupils successfully run a credit union with the support of a trained parent and this has prompted us to utilise their skills for collecting money for other events such as collecting ticket money for fun nights and the book fair. Many of our upper school pupils have a leadership role within the school such as a reading buddy, sports leader, being a member of the technical team, school photographer, library monitor, play monitor and a classroom monitor. Many of our pupils lead lunchtime clubs such as a knitting club, dance club, play club and a football academy. Their commitment to these roles is highly commendable. We also continue to support our local hospital and hospice by taking small choirs to entertain patients.

Moving forward, we look towards further developing our pupils' employability skills by fully embedding our wider achievement and participation programmes throughout the school. We look forward to utilising our courtyard space for outdoor learning and we are excited to implement our whole school RME programme.

Our response to COVID 19 lockdown closure

When it became apparent that Covid-19 was posing a risk to our school community, we took immediate measures following the health and safety advice from national and local governments. We implemented the following changes to reduce the risk of infection from person to person and surfaces. As we got closer to lockdown the pupil attendance plummeted, having only 60% of children in school. By that time, we had five members of staff agile working as they fell into the 'vulnerable' category for a variety of reasons.

The measures we took before lockdown to reduce the spread of infection included:

- Desks facing the front of the class
- Cancellation of trips and parent meetings
- Assigning each member of staff an internal telephone and computer not to be shared
- Assigning one person to 'tea duty' to ensure minimum handling of kettle etc.
- Staff development session on the use of Google Classroom

Once lockdown began, we ensured social distancing of 2 metres and welcomed the children of category 1 key workers to our new 'hub' for three days. Staff members who did not have childcare to consider and were not vulnerable covered this. As the pandemic had not yet reached its peak, we were very careful about social distancing and divided the children into pairs in different classrooms. Teachers began preparing activities and setting up Google Classroom and this ran throughout lockdown. Many members of the staff volunteered for hub duty at St Hilary's hub, which opened just before spring break and approximately eight of our children of key workers attended. During this time, we also kept in contact with vulnerable families including securing places for the most vulnerable children at the hub.

During lockdown, we monitored the home learning platforms and we did notice quite a dip in engagement therefore we decided to change our approach and move to whole school problem type activities via the school app whilst we put out and evaluated a whole school survey via Google Forms. We had a 54% return rate, which gave us a little more information about parent/carers views and made slight adjustments to the way we designed the home learning for the week. We also promoted a key online platform each day as the class teachers, SMT and our Raising Attainment teacher sign up all pupils in our school for IDL and Easimaths, which are tracked,. These educational applications have been invaluable in supporting our pupils to revise previously taught concepts, especially during the lockdown period.

Following the opening of schools again to management staff on 1st June we began to plan for the safe return of staff and our hub children and by the last week of term with the changes in health advice to vulnerable adults all staff returned to the workplace in three rotas to prepare for August and provide childcare

Our Recovery Plan from August 2021

Following a period of school closure, we created a recovery plan divided into three main areas:

- Promoting the positive health and wellbeing of our school community
- Ensuring continuity of learning
- Planning for Equity

We have divided the staff into three working groups with the group leaders being non-promoted members of staff to ensure opportunities for leadership at all levels.

Promoting the positive health and wellbeing of our school community

- P4-7 Pupils to complete a well-being questionnaire
- Appoint a HWB co-ordinator
- P1-3 pupils to participate in play-based activities to reconnect with their peers and encourage social interaction.
- Whole school Jigsaw HWB programme co-ordinated throughout the school. All classes to focus on the same themes at the same time to re-establish our nurturing school ethos and encourage reconnection throughout the school.
- Whole school to complete the 'Change and Loss' HWB programme to support/prepare pupils with coping strategies.
- Continue to work with our colleagues from psychological services.
- Promote third sector agencies to support health and well-being of our families outside of school hours e.g. Wild about EK and 21st Century Families.
- P1-3 Pupils to take part in the 21st Century Families Play Award.
- P4-7 to complete their JASS award to support the development of skills for life, work and learning.
- Regular staff consultation and support on how to teach pupils remotely and manage transitions between school and home.
- Primary seven pupils to form leadership teams.
- Appoint a class representative to voice opinions and influence decision on behalf of their peers.
- Whole school inspiration board to share wider achievement throughout the school.

Planning for Equity

- Identify current gaps in attainment using formative assessment and the appropriate standardised assessments.
- Gather assessment and attendance data from online platform which pupils have had access to during home learning (IDLS Literacy, Numeracy Sum Dog Diagnostic, Nesy and Easimaths)
- Collate data indicating which pupils have been engaging with home learning via Google Classroom and additional online platforms.
- Consultation with families on effective means of communication and home learning.
- We will observe the wellbeing of learners during the extended outdoor opportunities provided through our achievement awards. 21st CF P1-3 and the JASS award. We will use these observations to track participation because of the family sections.
- Management team to work with targeted children coordinator to implement current interventions and plan any possible opportunities, which arise taking on board targeted staff
- Take time to hold online meetings with parents/carers of targeted children to ensure they are well prepared for a possible 2nd lockdown, blended learning or homework.

- Adapt high quality targeted interventions to meet current needs including Catch Up Literacy, Catch Up Numeracy, 5 Minute Literacy Box, 5 Minute Numeracy Box, Scotland Reads and comprehension Intervention
- Modify timetables to maximise time with targeted pupils
- Review with staff, children and parents/carer groups how we use the school fund i.e. how do we find income and what expenditure could be cut to avoid fundraising and charging for items/events, then revise position paper as a result of the above discussions.
- Adopt a causal uniform approach (polo shirt etc.), promote good deals in the shops and with suppliers including continuing with our alternative less costly supplier.
- Promote any financial advice available through leaflets, newsletter and the school app.
- Continue to fund online learning platform and free communication channels for parents/carers.
- Look at events/ fundraising/charity fundraising and consider if benefits outweigh possible costs.

Ensuring continuity of learning

- Whole school to focus on literacy, numeracy and health and well-being subjects. Afternoon topics to facilitate opportunities for literacy and numeracy across the curriculum.
- Planning for cross-curricular topics/themes throughout the school, or at least at levels. Class teachers to take on responsibility for planning home learning for Expressive Arts, Science, Social Studies and RME lessons. We will do this on a rota basis.
- Staff will participate in regular online team meetings to share best practice and to moderate and assess.
- Continue to use our school app and Google Classrooms communicate with parents and pupils. We will use Google Forms and schedule parent council meetings (via video) to take account of parental views.
- Upskill our pupils on how to learn remotely and navigate through the online platforms.
- Support pupils in managing their online learning time and help them to create a home learning timetable.
- Create helplines/online support content for parents/carers with content driven by consultation through Google forms
- Devise a programme of study, which enables children to learn the basic skills of how to work at home safely and effectively. For example, when working at home unsupervised (i.e. without adult instruction where appropriate) children can:
 - ✓ following written instructions;
 - ✓ asking for help via the online link with their teacher;
 - ✓ commenting on completed tasks;
 - ✓ uploading evidence;
 - ✓ contributing to Glow Meets/Teams including behaviours such as speaking clearly, hand gestures etc.; and
- Planning their time to ensure they protect their physical and mental well-being.

School policies and practical information

School Meals

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.

The menu consists of a three course meal and 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. The children also have access to unlimited bread, salad and vegetables to supplement their meal.

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 £1.75

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 £7,330 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.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 to S6) and/or school clothing grants (P1 to S6) to eligible families.

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 lunchtime.

South Lanarkshire Council also offers a free Breakfast service; the service runs from 8.15am to 8.45am each school day.

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. 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 appendices 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, Phone 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment for August 2021 must be done online and goes live on Thursday 14th January.

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. 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.

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

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. All staff must also complete a Learn on Line Course “Child Protection in Education”.

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

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 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 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 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

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

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.

- If 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 there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

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;
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland Act 1978);
- 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).

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.

Appendix A

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

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

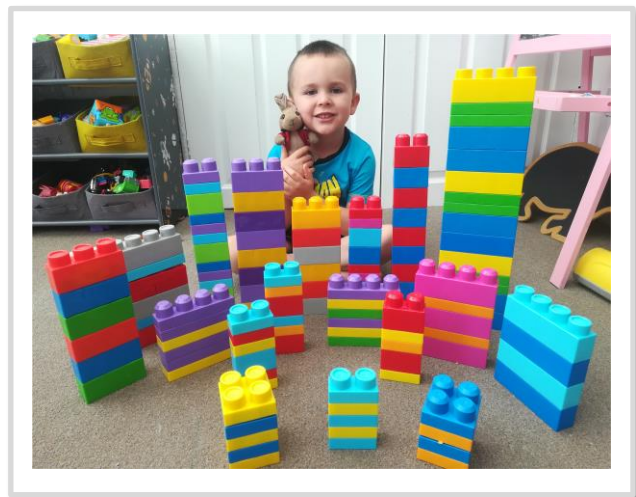
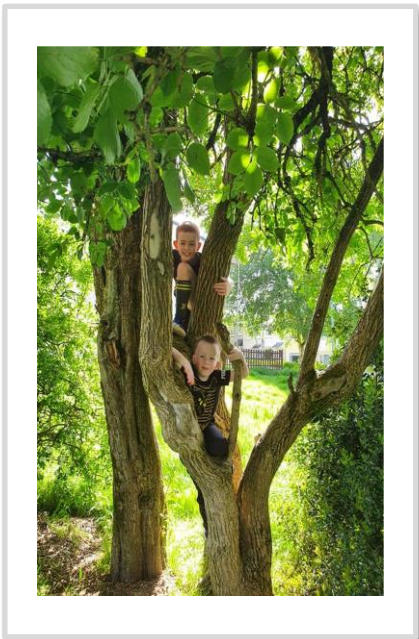
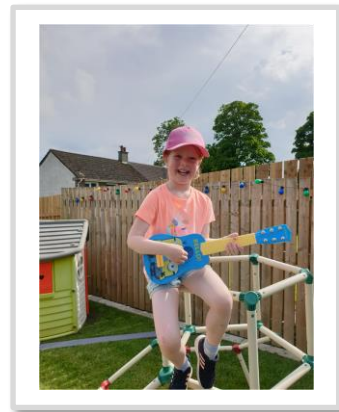
Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000

Life for Long Calderwood pupils during lockdown





Education Resources

School holiday Dates Session 2021/2022

Break	Holiday dates		
First Term	Teachers In-service	Thursday	12 August 2021
	In-service day	Friday	13 August 2021
	Pupils return	Monday	16 August 2021
September Weekend	Close on Re-open	Thursday Tuesday	23 September 2021 28 September 2021
October Break	Close on Re-open	Friday Monday	8 October 2021 18 October 2021
	In-service day	Monday	15 November 2021
Christmas	Close on Re-open	Wednesday Wednesday	22 December 2021 5 January 2022
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	11 February 2022 14 February 2022 15 February 2022
	In-service day	Wednesday	16 February 2022
Spring break/Easter	Close on Re-open	Friday Tuesday	1 April 2022 19 April 2022
Third Term			
Local Holiday	Closed Re-open	Monday Tuesday	2 May 2022 3 May 2022
	In-service day	Thursday	5 May 2022
Local Holiday	Close on Re-open	Thursday Tuesday	26 May 2022 31 May 2022
Summer break	Close on	Friday	24 June 2022
Proposed in-service days	August dates to be confirmed		

Notes

- ◆ Good Friday falls on Friday, 15 April 2022
- ◆ Lanark schools will close Thursday, 9 June 2022 and Friday, 10 June 2022
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Wednesday, 22 December 2021 and Friday, 1 April 2022)
- ◆ Schools will close at 1pm on the last day of term 3 Friday, 24 June 2022)
*Two in-service days proposed for August 2022 to be confirmed.

