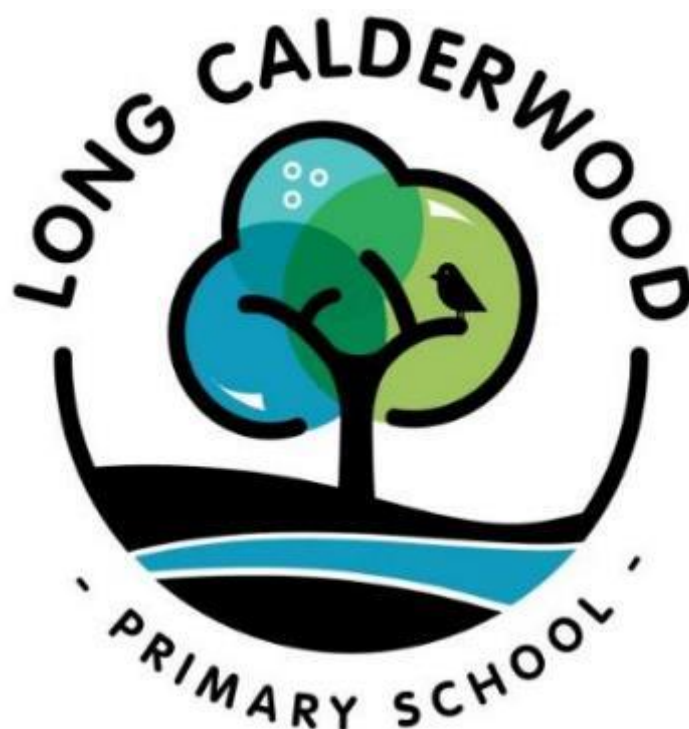




Education Resources



*Imagine and achieve*




**Handbook 2022**



### 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. Our new communication guidelines are currently being written and these will be available to parents/carers early in 2022.

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

## Our school



Lunch

Our 'Calderwood' theme



The Courtyard Club



Careers Fan in dining Hall



Outdoor Learning



The Pink Playzone

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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](mailto: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 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 are focusing on recovery planning and supporting teachers to re-engage with the broad Scottish curriculum, supporting children to close any gaps in Literacy and Numeracy, make the best use of online learning platforms and focusing on Talking and Listening and a range of social skills throughout the school. 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 2022 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)

## **2) COVID-19 – Keeping children, young people, and staff safe**

At the time of writing this guidance for the Handbook the Scottish Government and Public Health guidance still applies to schools and educational settings until further notice.

On the 19 October 2021 the Scottish Government announced that the existing COVID-19 safety mitigations in schools and educational settings are to remain for now, following the advice from senior

clinicians. It is worth noting that whilst for the general public a number of areas have changed in light of the roll-out of the vaccination programme, there continues to be restrictions in place for schools and educational settings. The public health message is that the safety of children and young people and all education staff, remains the overriding priority. Secondary aged pupils are expected to wear face-coverings and to undertake twice weekly lateral flow tests.

Our main focus remains on learning, teaching and the health and well-being of all learners. Schools/nurseries are adapting their ways of working and outdoor events can now take place without the restrictions that apply indoor. The infection control procedures in our schools such as, hand sanitisation when you arrive and leave, and by washing hands regularly has helped to mitigate against the spread of the virus as has the NHS roll-out of the vaccine to those who are eligible.

If there is a positive case involving a child and/or member of staff at the school then we will let you know by providing you with letter from NHSL Public Health which lets you know what you need to do.

So it is worth noting: -

There are still restrictions on who can visit schools, including parents/carers. In effect, parents/carers are not able to attend events that take place during the day in a school/nursery. Where virtual arrangements for parental meetings are already in place and working well, then these should continue to be used.

Assemblies and large gatherings are still not permissible under the current guidance. Schools are therefore asked to consider group sizes as bringing large groups together in educational settings is not advisable.

Community Lets are allowed out with the school day in line with COVID-19 guidance. If there is an intention to organise events in the evening by a parent group, they are required to make any booking through the community letting procedures as normal. A risk assessment must be undertaken in advance. This is to take account of the mitigations that require to be taken in what will be a confined space, the need for clear access and egress routes, the wearing of face coverings and infection controls, like hand sanitisation.

If a parent group is planning to host an activity then they are asked to be mindful that current restrictions at present still do not enable parents/carers to meet in a large gathering on school premises during the day.

COVID-related mitigations remain under regular review, and the Advisory Sub-Group on Education and Children's Issues and the COVID-19 Education Recovery Group (CERG) continue to work with Ministers to ensure mitigations in schools and educational settings are proportionate and appropriate.

## About our school

Name: Long Calderwood Primary School

Address: Neville  
Calderwood  
East Kilbride  
South Lanarkshire  
G74 3QT

Phone: 01355 224414

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

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

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

Present Roll: 179

Classes: 7 (P1, P2, 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 are keen to start planning joint events again such as activity afternoons and fundraisers. If you wish to contact our chair please email him at [longcalderwoodparentcouncil@googlemail.com](mailto:longcalderwoodparentcouncil@googlemail.com)

As well as our Parent Council we also have a group of parents, staff and children who support projects driven through the pupil equity fund.



### Pupil absence/sickness

To report your child's absences please call the school office before 10am at the latest. 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.

### If a parent /carer has a concern or wishes to contact/visit the school

All parents/carers of the school community will be issued with our Communication Strategy which outlines the ways in which you can contact the school depending on the nature of your enquiry. However your message will always reach the appropriate person if you call or email the school office (see details above).

At the moment Covid guidelines do not permit visits to school except in exceptional circumstances.

## **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](mailto:gw14longcwoodht@glow.sch.uk)

### **What will we do?**

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

## School Staff at Long Calderwood Teaching staff

### Head teacher

Mrs Lynn Jamieson



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

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

### Principal teacher P1-3

Mrs Carol McTaggart



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

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

### Principal teacher P4-7

Mrs Claire Nolan



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

Mrs Nolan is the Numeracy coordinator and has responsibility for leading staff through all improvements in this area. She has 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 moderation coordinator and our link teacher with the West Partnership Collaborative. Mrs Urquhart is trained in the HWB, programme CUSTTAD and has her middle leadership qualification.

**Class teacher**

Mr Steven McGeehan



Mr McGeehan teaches in class full time and is usually based in one of our second level classes. He 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. Mr McGeehan has his middle leadership qualification.

**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 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 has recently become a Google Certified Educator.

## 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.

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



Mrs Maxwell  
Mon-Wed



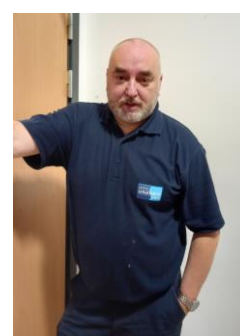
Mrs Ralston  
Mon-Tue



Miss Gemmill  
Thu-Fri



Mrs Goldie  
Thu-Fri



Mr McMillian  
Full time

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

## 4) Parental involvement

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

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

As parents/carers, we want you to be:

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



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

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

- Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## 5) 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 online 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 and two School Captains who are our pupil ambassadors for the whole school.



**Odd Socks day to  
raise awareness of  
anti-bullying and  
respect for  
everyone.**

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;
- 21<sup>st</sup> Century Families, a charity which promotes traditional play;
- Active Schools staff and local sports coaches who provide training for staff and support extra-curricular and PE activities; and
- Local businesses, which provide a focus for enterprise and many other aspects of the curriculum.

### **Promoting Positive Behaviour**

In Long Calderwood, we promote positive behaviour by operating a whole school approach 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 deal 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 is currently safe and 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 over the year for P1-4. Our netball club runs for P7 boys and girls and Mrs Jarvie coaches a highly successful team each year. We have two football clubs and have short-term athletics, and cross country clubs for older children.



## 6) 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 opportunities to engage with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

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

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

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

If you want to know more about Curriculum for Excellence, please visit website [www.curriculumforexcellence.gov.uk](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://www.parentzonescotland.gsi.gov.uk)

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

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

### **How we design the curriculum in Long Calderwood Primary**

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

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

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

## Examples of learning across the curriculum

Since August 2021 teachers have been working together to plan across the school and within departments. In August 2021 we had a whole school focus on France which ended with an excellent presentation from our P6 class. During COP26 there was a focus on protecting the environment throughout the school and excellent cross curricular pieces of writing were shared in school and one even appeared in the Daily Mail.



## Science and technologies

In Long Calderwood we have dedicated teachers, Mrs Boyle and Mrs Roberts, who take a lead role in the STEM areas; science, technologies, engineering and mathematics. They support staff to develop a deeper knowledge and understanding of these areas and the children enjoy solving problems and challenges in these areas. These range from the P1-3 classes having a 'Tinker Table' for tinkering with nuts, bolts and safe tools, P6 being challenged to construct an Eiffel tower with a range of re-usable materials, P4/5 made bridges which were tested for strength with a range of stationary from rubbers to pencil cases and P7 children have excelled in using 'Google Sites' to create their own website in French.

## Core elements of Literacy and Numeracy

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 from P4 all children learn some Scots as their third language through literature and topics. Lessons are active and focus on building confidence in speaking and using correct pronunciation.



## **Religious and moral education (RME)**

We follow Curriculum for Excellence guidelines and our methodology for teaching all elements of the RME programme is through discovery learning. We have whole school approach, covering Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, with reference to Humanism. Lessons are structured to provide knowledge and skills development, with application of these to the children's lives within and beyond school. There is wide range of child-centred activities ensure the learning is enjoyable and helps children to understand and navigate a rapidly changing 21st Century world. Citizenship, at school, community, national and global levels is an integral part of our programme.

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 before the pandemic we made use of their premises for Easter and Christmas services. The team also provide support for teachers with lessons on the Christian religion and in the past P6 and P7 were 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.

## **7) 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 set learning targets and work with their teacher to plan next steps in learning.

### **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 numeracy and reading assessments from November each year.

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.

## 8) Reporting

We want to share with you information on how your child's learning is progressing. We do this through reporting to parents once each term. In October of term 1, we invite you to meet with the class teacher and this has been sustained during the pandemic by using the online program, School Cloud. Children with additional support needs will also be offered an initial meeting during term 1 and then a review before the end of term 2. In term 2, we issue a full report and our 'learner reports' help you to get to know more about the curriculum the children follow and describes their strengths, achievements and areas for development so you know what encouragement and support you can give. In term 3, we invite you for another appointment with the teachers.

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

## 9) 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 on events designed to support P7 children before they move on to secondary school.

### **Change of school/Placing request**

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

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

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on [edsuppserv.helpline@southlanarkshire.gov.uk](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or **0303 123 1023**.

## 10) Support for Pupils

### **Getting it right for Every Child**

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. 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.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

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

In Long Calderwood, the head teacher coordinates additional support along with the raising attainment teacher. We have a key adult in the school who coordinates support for health and wellbeing. Identifying needs is always a priority for class teachers and we have a system of staged intervention, which is monitored by the head teacher. At all stages, we would involve parents and our raising attainment teacher. The needs of the child will be assessed and depending on the nature of the support required, we may call upon our specialist support teachers or the school psychologist.

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

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

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

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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

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

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

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

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

## **Attachment Strategy for Education Resources**

### **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 supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based 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 accessible by teachers and staff.

# 11) School Improvement

## Key Successes/Challenges and Achievements

The past two years have been the most challenging school years many staff, children and parents/carers have experienced with a number of modifications required to keep our school community safe during the pandemic. This has brought about challenges we would never have foreseen and the vital personal and professional skills we have developed has made us a resilient team which has significantly increased its capability and capacity for transformational change. This is supported by the sustainable personal IT skills developed by most children, parents/carers and all staff. The use of Google Classroom has prompted the successful completion of Google Certified Educator by one staff member with another two taking the initiative to use the comprehensive range of whole school resources already posted to create an evolving online resource bank for use by the children/parents and staff.

Throughout the pandemic we offered a purposeful and supportive service to children and their parents/carers which included a caring and focused childcare hub, a comprehensive remote learning offer, and a safe working environment for staff and during lockdown we took successful action to tackle non-engagement. Partnerships were strengthened through supporting vulnerable families, providing resources promptly to ensure equity for targeted children and all staff have made significant adjustments to ensure the physical school experiences could be accessed in a safe way with all staff giving a high priority to risk assessments. These experiences included our infant play club, P7-S1 transitions, making a motivating film for Nursery-P1 transition and successfully working with our parent council to ensure communication was accessible and reached our whole school community. Many people in our school community have demonstrated very caring attitudes, offering a range of supports which went above and beyond regular contacts.

For the period of school closures and on the return to school, health and wellbeing has been given the utmost priority and as we move out of lockdown we can see that many of our children are slowly re-developing vital personal skills that have been lost. A determination to overcome challenges has resulted in innovative approaches to wellbeing that we are taking this session. These include a successful outdoor PE curriculum which includes walking, the re-introduction of nurture groups, our bespoke change and loss programme and purposeful award programmes. At the end of 2021 we planned a safe and successful Christmas programme for the children to enjoy and this effectively provided a welcome distraction to the ongoing news of Covid-19.

Our major challenges since the beginning of the pandemic are sustaining consistent levels of engagement and achievement and attainment throughout the whole school. Children returned to school in August 2021 with gaps in learning and fragmented social skills. Under normal circumstances teaching and support staffs would assess the learners and begin to plan and implement a wide range of strategies for addressing the issues. This was achieved in part by prioritising Literacy, Numeracy and Health and Well-being and ensuring all other curricular work included opportunities to apply knowledge, skills and concepts from the three main recovery areas. This recovery is regularly hindered by Covid restrictions, persistent illness reaching across the school community, regular occurrences of self-isolation. Although since the easing of rules on isolation and the vaccination programme this has been an improving picture.

Finally, this pandemic has made us value remote learning and as a school community we have learned:

- That access to remote learning apps can complement in school provision through looking at how we plan for homework, absence, communicating with parents/carers and storing high quality teaching resources that can be used for a range of learning experience. We now have the skills to set up a remote learning bank which we will

be naming LC Academy and this will store teaching resources, presentations for parents/carers and professional learning resources for teaching and support staff.

- That a heightened awareness of how lack of engagement can quickly create learning gaps can develop in children not only in literacy and numeracy skills but in children's resilience to cope with everyday life and interact positively with others. With this in mind we will be prioritising maximising attendance for all children and re-introducing the most effective teaching methodologies including collaborative group work.
- How important it is to have clear methods of effective ways of communicating between staff and with families which gives people the best opportunity to network, share ideas and embrace (but critically evaluative) technology and how we use it to improve the quality of teaching and learning we provide at Long Calderwood.

### **The use of funding to support pupil equity**

Claire Lamont is employed part-time (0.4) to lead our school equity agenda and is responsible for the tracking and monitoring of our targeted pupils. She gathers data on attendance, attainment, achievement and implements plans accordingly. She coordinates targeted support and interventions with the school management and school support staff. Claire leads on all areas of additional support needs for targeted children throughout the school. She is the first point of contact for class teachers and parents/carers in relation to support for learning. Claire is able to liaise with external agencies to ensure that the individual needs of all targeted pupils are met.

The Long Calderwood Primary school Participatory budget group consists of school pupils, parents and members of the local community. The group is chaired by Claire Lamont who is our school equity lead. The initial spend from the budget was used to employ a part-time (0.2) Youth Family and Community Learning Officer. Tracey Murray has been a welcomed addition to the group and has already launched a very successful Courtyard Club and LC family Forest Club. Tracey also works 1-1 with families within the school community. Plans are already underway for more family learning opportunities next session including Solihull Training and Family Outdoor Club.

# 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 Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All primary aged pupils are also offered a free breakfast within their school. The selection available includes cereal, toast, fruit and milk.

For their lunch each day pupils have the option to choose from two hot meal options, a snack option plus a vegan / vegetarian option. These are all served with vegetables or side salad. All **meals** also come with fresh chilled drinking water, salad, and seasonal fruit and depending on the day - soup or a dessert.

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.

Pupils in:

- Primary 1 - 4 receive a free school lunch.
- Primary 5 - 7 meal cost is £1.95

In January 2022 Primary 5 pupils will also receive a free lunch and by August 2022 all primary school pupils will be eligible for a free lunch.

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

## 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. Check your child's school for detail: - 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](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income, it is important that a copy of this evidence is attached to your

online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

### **School hours/holiday dates**

The school day is arranged as follows:

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

Please see appendices for holiday dates

### **Enrolment – how to register your child for school**

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

[www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/392/enrolling\\_your\\_child\\_for\\_school](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school) If you have any difficulty in identifying your catchment school, please email

[Edsuppserv.helpline@southlanarkshire.gov.uk](mailto:Edsuppserv.helpline@southlanarkshire.gov.uk)

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child attends nursery of your catchment school don't assume that they will be automatically transferred. You must register them as normal.

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. An online placing request form is available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or by contacting [edsuppserv.helpline@southlanarkshire.gov.uk](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or phone **0303 123 1023**.

Enrolment date for 2022 is week commencing 17 January 2022.

### **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 complete a form online [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or contact **0303 123 1023**. 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 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. More information on school transport is available [www.southlanarkshire.gov.uk/info/200188/secondary\\_school\\_information/545/school\\_transport](http://www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport) or 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](http://www.southlanarkshire.gov.uk)

### **Promoting positive behaviour**

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

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

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

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

### **Child Protection**

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are *"cared for and protected from abuse and harm in a safe environment in which their rights are respected"* (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to:

- 
- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

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

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. [www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk)

### **Information on emergencies**

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

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

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Phone **0303 123 1023**.) or email us at: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk) or visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Your commitments**

We ask that you:

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

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

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

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

## **Privacy Notice**

### **Introduction**

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](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](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  
National Parent Forum for Scotland; [www.npfs.org.uk](http://www.npfs.org.uk)

### **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

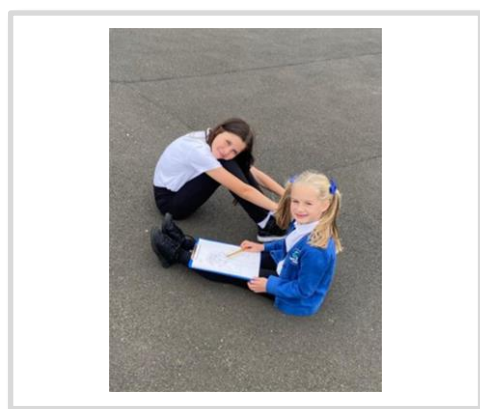
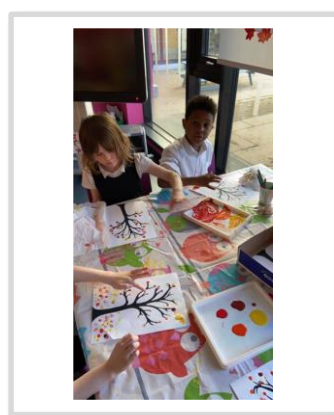
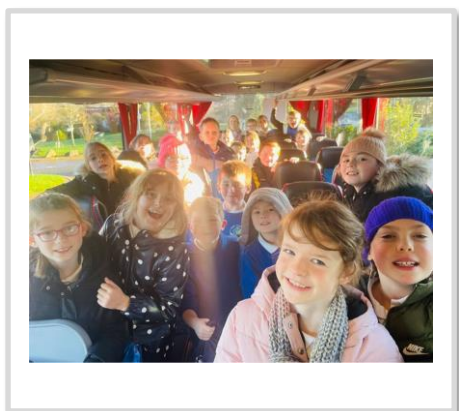
Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

## **School Policies and Practical Information**

**National policies, information and guidance can be accessed from the Scottish Government website on [www.gov.scot](http://www.gov.scot)**

## Learning in Long Calderwood Primary





## Education Resources

### School Holiday Dates Session 2022/2023

Break	Holiday dates		
<b>First Term</b>	<b><i>Teachers In-service</i></b>	<b><i>Monday</i></b>	<b><i>15 August 2022</i></b>
	<b><i>In-service day</i></b>	<b><i>Tuesday</i></b>	<b><i>16 August 2022</i></b>
	Pupils return	Wednesday	17 August 2022
September Weekend	Closed on Re-open	Friday Tuesday	23 September 2022 27 September 2022
October Break	Closed on Re-open	Monday Monday	17 October 2022 24 October 2022
	<b><i>In-service day</i></b>	<b><i>Monday</i></b>	<b><i>14 November 2022</i></b>
Christmas	Close on Re-open	Friday Monday	23 December 2022 (2.30pm) 9 January 2023
<b>Second Term</b>			
February break	Closed on	Monday and Tuesday	13 February 2023 14 February 2023
	<b><i>In-service day</i></b>	<b><i>Wednesday</i></b>	<b><i>15 February 2023</i></b>
Spring break/Easter	Close on Re-open	Friday Monday	31 March 2023 (2.30pm) 17 April 2023
<b>Third Term</b>			
Local Holiday	Closed	Monday	1 May 2023
	<b><i>In-service day</i></b>	<b><i>Tuesday</i></b>	<b><i>2 May 2023</i></b>
Local Holiday	Closed on Re-open	Friday Tuesday	26 May 2023 30 May 2023
Summer break	Close on	Tuesday	27 June 2023 (1pm)
Proposed in-service days	Monday 14 August 2023 Tuesday 15 August 2023		

#### Notes

- ◆ Good Friday falls on Friday, 7 April 2023
- ◆ Lanark schools will close Thursday, 8 June 2023 and Friday, 9 June 2023
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 23 December 2022 and Friday, 31 March 2023)
- ◆ Schools will close at 1pm on the last day of term 3 Tuesday, 27 June 2023)  
\*Two in-service days proposed for August 2023 to be confirmed.



