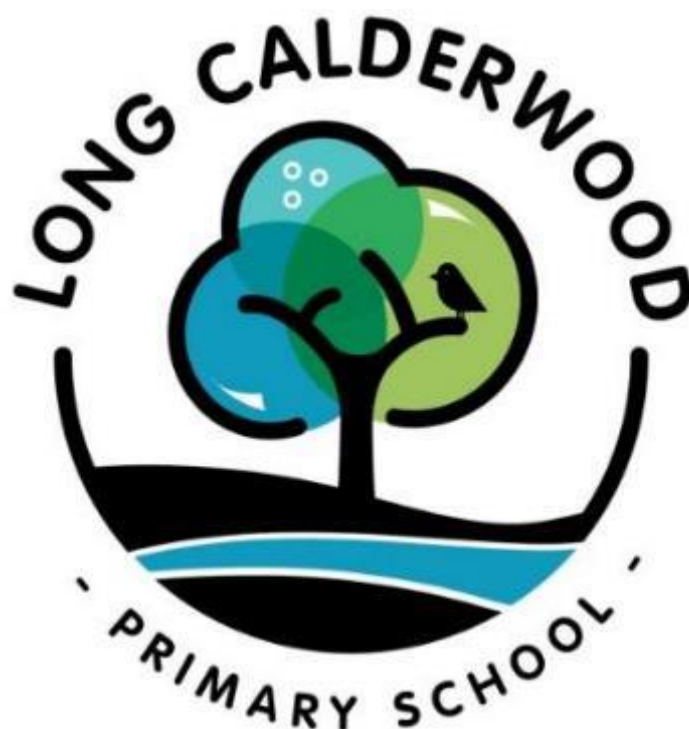




Education Resources






*Imagine and achieve*

**Handbook 2024**



### 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 communication guidelines are available on the school website.

<b>Long Calderwood Primary School App</b> 	<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><li>➤ Once you have opened the app, just search for 'Long Calderwood Primary School' to see our latest events, news and messages.</li></ul>
<b>Twitter Name:</b> 	<b>@long_calderwood</b>

## Our school



Lunch

Our 'Calderwood' theme



The P2 Showcase



Careers Fan in dining Hall



Outdoor Learning



Science lessons

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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).

# 1. 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 improving achievement in writing and sciences, play based and enquiry-based learning and talking about our emotions. We also continue to improve numeracy skills and support children to close any gaps in learning. 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, and 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 2024 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.

The priorities for all school in South Lanarkshire are set out on the back page of the handbook.

Lynn Jamieson (Head Teacher)

## 2. About our school

Name: Long Calderwood Primary School

Address: Neville  
Calderwood  
East Kilbride  
South Lanarkshire  
G74 3QT

Phone: 01355 224414

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

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

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

Present Roll:

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 Morgan Edwards, and we meet every second month. If you wish to contact our chair, please email the secretary at [longcalderwoodparentcouncil@googlemail.com](mailto:longcalderwoodparentcouncil@googlemail.com)

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

All parents/carers of the school community are directed to 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).

### 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.

### **Emergency arrangements**

#### *Individual pupils*

If we need to contact the main carer, in the case of an emergency, then we will use your daytime telephone number in the first instance. If it has not been possible to reach you, we will then begin to contact the pupil's other emergency contacts.

If you need to contact school in an emergency, then please call the school office in the first instance. If we do not reply, then please leave a message and someone will return your call as soon as possible.

#### *Whole school emergencies (weather warnings etc.)*

If we need to contact all parents/carers as a group, we will provide updated information using the School App. If we require to evacuate the building, we have arrangements with Calderwood Baptist Church to use the building until it is safe to return to the school.

## **3. School Ethos**

The culture and ethos at Long Calderwood are 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. We have class representatives who form the 'Class Reps' and are led by a pupil from Primary 7 and two school captains who are our pupil ambassadors for the whole school.



**P5 and P6 organised a free toy tombola for our Christmas Fun Day**

**Working together in class**





## 4. Staff list

### 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 three days per week and is usually based within P1-3. She also has pastoral responsibility for P1-3 children and provides early recovery support to children at the early level.

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

### Principal teacher P4-7

Mrs Claire Nolan



Mrs Nolan is currently working across the school with a timetable for equity and supporting learning. She also leads the health and wellbeing working party and is the ASN coordinator.

Mrs Nolan has undertaken the 'Thinking about Headship' course with the West Partnership and is currently supporting our Newly Qualified Teacher (NQT).

**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 supporting our literacy coordinator by leading improvements in writing this year. 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 and coordinates a range of volunteers to promote wide and varied extracurricular activities across the school. Mr McGeehan has his middle leadership qualification.

**Class teacher**

Mrs Laura Boyle



Mrs Boyle teaches full time with 3 days in class and 2 days flexible cover.

She is our school's STEM (science, technology, engineering and mathematics) ambassador, represents our school at council and national events and is leading our work on improvement in sciences this year.

**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**  
Mrs Laura Nelson



Mrs Nelson teaches in class two days and is usually based in one of our first level classes.

Miss Nelson is our teacher leader in assessment for learning and is currently working with staff to support them in taking forward a progressive programme in self and peer assessment.

**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 and is now a trainer.

**Class teacher**  
Miss Robyn Sharkey



Miss Sharkey joined Long Calderwood in August 2022 as a full-time class teacher.

She currently teaches P4 and is supporting Mrs Urquhart to take forward improvements in writing. Miss Sharkey is also trained as a mental health first aider.

### **Our classroom-based school support assistants**



Mrs Bernadette Jarvie (Team Leader), Mrs Anne Marshall, Mrs Julie Spence 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 Principal Teachers.

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



Mrs Maxwell  
Full time



Miss Hicks  
Mon-Wed



Mrs Goldie  
Thu-Fri



Mr McMillian  
Full time

## 5. Attendance

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. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to 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 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 contact you on the first morning of absence. Please also let us know in advance if your child has a hospital/dental appointment.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

### Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know as soon as possible. We shall keep in touch by the most appropriate method at the time normally through text message, and via our social media channels.

In cases of severe weather in the morning such as snow and a heavy frost and if there is a reason the school cannot open in the morning at the normal time, we will adopt the protocol for a delayed start until 10am.

If this is the case a message via social media and on the council's, website will be posted.

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 or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

### Things we need you to do:

- 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 visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

#### a. Your commitments

We ask that you:

- support and encourage your child's learning – ask them what they have been doing.



- respect and adhere to the school's policies and guidance.
- 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.

### **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 able to demonstrate they have been 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)

## **6. Parental involvement/Parent Council**

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/downloads/file/13457/parents\\_as\\_partners\\_-\\_strategy\\_2019](http://www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019)

Parents, carers, and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children 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 a parents/carer 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.

Every parent with a child at school is automatically a member of our parent forum. The Parent Council is a formal group, with a constitution, and acts as the Parent Voice of the school.

To find out more on how to be a parent helper, or a member of the Parent Council contact the school or visit our website. We also have a guide which was produced by parents for parents.



[https://www.southlanarkshire.gov.uk/downloads/file/13458/parents\\_as\\_partners\\_-\\_introductory\\_guide\\_for\\_parent\\_councils\\_2019](https://www.southlanarkshire.gov.uk/downloads/file/13458/parents_as_partners_-_introductory_guide_for_parent_councils_2019)

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

## 7. 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 places learners at the heart of education and at its centre are four fundamental capacities-successful learners, confident individuals, responsible citizens, and effective contributors. It includes all 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.

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 [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

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 cross-curricular topic
- Core elements (basic literacy, numeracy, and health, including two hours of physical activity each full week); and
- Other curricular 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. This year P5 and P6 worked on the same context in science and technologies and together visited the Forth Bridge project in South Queensferry.



### 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. These range from the P1-3 classes having a 'Tinker Table' for tinkering with nuts, bolts, and safe tools and P4-7 children being challenged in computer programming, computer aided design and a wide variety of science investigations.

### 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.

### Other 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 a 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 school assemblies is regularly based on religious festivals from all world religions, and we give children the opportunity to take part in observing the Christian religion; Easter and Christmas are celebrated within the school and our school chaplain speaks at assemblies on six occasions per school year. The themes are chosen by the school staff and are linked to learning from other curricular areas. Our chaplaincy team comes from Calderwood Baptist Church and a few times a year we make use of their premises for services and assemblies. The team also provide support for teachers with lessons on the Christian religion and the children in P5 enjoy a series of fun, interactive lessons on the Bible.

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

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.

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

## **8. 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 to higher level thinking questions from a story. Increasingly teachers will have conversations with children about what 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 contact the parent/carer and discuss the best support for the child.

## **9. 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/November of term 1, we invite you to meet with the class teacher via online video. 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 a face-to-face appointment with the teachers.

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

## **10. Enrolment and Transitions**

### **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.help@southlanarkshire.gov.uk](mailto:Edsuppserv.help@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 is due to start school in August 2024, you can enrol online from Monday 8 January 2024. Your catchment school will contact you between Monday 15 to Friday 19 January 2024 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address.

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish 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**.

### **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 decided 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 out with your catchment primary school a 'request to remain form' must be completed. If you move out with 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**.

### **Transition from primary to secondary school**

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.

## **11.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 Principal Teacher (PT), and Specialist Support 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 PT. The needs of the child will be assessed and depending on the nature of the support required, we may call upon our specialist support teacher 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.

In Long Calderwood we can offer many different types of support for learning including:

- Various online learning platforms to support literacy and numeracy.
- Catch-up literacy and numeracy.
- 5-minute boxes for literacy and numeracy.
- Targeted programme to support the development of vocabulary.
- Drawing and talking provided by our specialist support teacher.
- Play Therapy and Counselling provided by external services.
- Nurture and Lego Build to Express
- Paired reading through our 'Scotland Reads' programme

South Lanarkshire Education Resources have published a series of leaflets available 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 are 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 informs the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

## 12. School Improvement

During the academic school year of 2022-23 we focused on three main priorities. Our first priority was to improve wellbeing, equality, and inclusion by addressing the areas of attendance, readiness to learn, participation and achievement and emotional self-esteem.

What did we achieve?

- Overall average attendance has improved to 92.7% throughout the school and more robust monitoring has allowed us to target families who need the most support.
- Several practical measures to support children's readiness to learn when they arrive at school have been successful in decreasing pupil anxiety, improving attendance and punctuality and an increase in engagement in lessons.
- Through increasing our offering of extra-curricular clubs and 'in school' award schemes almost all pupils have enjoyed celebrating success in an area which is of interest to them.
- Raising awareness in mental wellbeing has improved staff confidence in supporting pupils who are experiencing difficult feelings and are struggling to cope.

Our second priority was to raise attainment and achievement through focusing on universal and targeted support, reading for enjoyment and how an improvement in mental agility and basic numeracy strategies can foster a growth mindset in numeracy and mathematics.

What did we achieve?

- When a need is identified in a classroom, a range of universal support strategies are now used to ensure that most children can engage with the main class learning and the number of children requiring targeted support has reduced.
- Teachers successfully use pupils' additional support plans to ensure that targeted support is now appropriate and effective. Regular consultation between teachers and support assistants delivering interventions enable clear and concise next steps.
- In reading, standardised tests from P3-7 show that 87% of children are on track or exceeding expectations; this is a 6% increase. The gap between targeted and non-targeted children has also decreased from 20 to 8 %. We attribute this success to the number of children able to access reading material through the school library, story sacks, time during the school day to read and the involvement of families in this area of reading.
- In numeracy, at the beginning of this session the gap in numeracy attainment between our targeted and non-targeted pupils sat at 32%. This now sits at 12%. We focused on the importance of developing each child's mental agility and their skills in talking about the strategies they use to achieve success including the importance of using mistakes as a learning opportunity.

Finally, we wanted to improve creativity and employability and decided we must address the issues of low academic self-esteem, the ability to deal with online dangers and re-visit the skills of working with others.

What did we achieve?

- As a result of raising staff and pupil awareness of the principles and benefits of a growth mindset, most children in all classes are now engaging with their learning in a more positive way. Teachers are reporting a decrease in negative learning language and behaviours. Children are taking more responsibility for tasks and many children in the P4-7 classes are beginning to use their learning intentions and success criteria to self-assess.
- Almost all children now have a secure knowledge and understanding of the increased number of online dangers. By exploring the motives of the adults creating these dangers and leading open and honest class discussions, many of these children have adapted their thinking about the level of self-protection they need to consider as they develop into young adults.

- Almost all children in P4-7 can work in a small team to apply a satisfactory number of social skills to achieve a goal. When challenged with a new context most of the children will be able to apply previously learned skills to complete a given task.
- Most children in P6 and P7 are beginning to develop some understanding of the link between collaborative learning/ social skills and how these can be utilised in the future.

Using the above information, we decided on three main priorities for the academic year 23-24 with the themes of equality and sustainability weaving through priorities 1 and 3.

1.	Achievement and Attainment	Enhance the play pedagogy currently in place throughout P1-2 and improve the enquiry-based learning opportunities in P4-7  Develop a consistent use of the pedagogy to explicitly teach writing to improve teacher confidence and writing attainment in P2-7.
2.	Wellbeing	Improve wellbeing and readiness to learn through supporting children to explore and manage their emotions.
3.	Curriculum	Begin to develop a consistent pedagogy and programme in STEM (sciences, technologies, engineering, and mathematics) subjects across all stages.

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

Claire Nolan (PT) is our equity lead and for three and a half days per week she leads our school equity agenda. She is responsible for tracking and monitoring our targeted pupils and gathers data on attendance, attainment, achievement then implements plans accordingly. Along with the other PT, they coordinate targeted support and interventions with the other staff. Claire leads on all areas of additional support needs for targeted children throughout the school and is the first point of contact for class teachers and parents/carers in relation to support for learning. Claire can liaise with external agencies to ensure that the individual needs of all targeted pupils are met. In addition to this we use equity monies to fund 11 hours of school support assistant time in classrooms to assist the teacher in universal and targeted support.

The Long Calderwood Primary Participatory Budget group consists of school pupils, parents, and a member of the local community. The group is chaired by Claire Nolan, our school equity lead. This year our school community voted to use the fund to support the cost of educational outings.

## **13.School policies and practical information**

### **Primary pupils**

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

For their lunch each day pupils have the option to choose from two hot meal options plus a snack option. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, salad, 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.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.05.

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

**NB** School Meal prices are reviewed annually and may be subject to change.

### **Adapted diets**

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to the school office who will provide you with a request form.

### **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 (where your take home pay is less than £726 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £8,717 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £18,725 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 (P6 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 lunch time.

The school has a breakfast club which runs every day from 8.15-8.45am. We ask that the children arrive no later than 8.35 to give them time to eat breakfast. We offer a choice of Weetabix or toast with milk or water and there are tabletop activities for the children to enjoy.

### **School uniform**

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

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

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

There are forms of dress which are unacceptable in all schools such as:  
the wearing of football colours

- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs

- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

## **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. This also now includes nursery children aged 3 and 4 years old.

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 start time, lunch time and closing time for each day should be listed.*

*Information on holiday dates (including in-service days) should be provided for the forthcoming session.*

*School holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)*

## **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 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**

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:

#### **Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school is done so 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.

### **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 can 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)

## **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 several tools to support career planning.

## **Assessment and Reporting**

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

Information about Curriculum for Excellence levels and how progress is assessed.

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

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

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

Choices and changes provide 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) with an update on school inspection outcomes being available via the Education Scotland website.**

## Learning in Long Calderwood Primary





