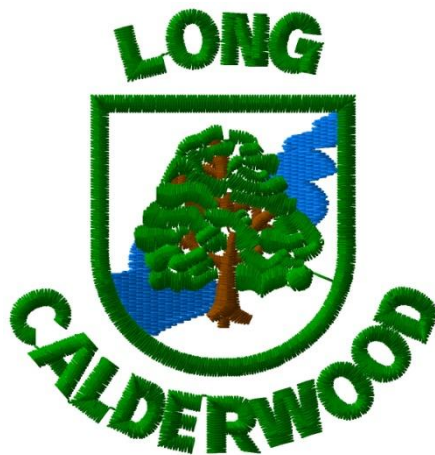




Education Resources

Long Calderwood Primary School Handbook 2013

Eco-Schools 



Imagine and achieve

Our New School build began in May this year



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1) Introduction by the Headteacher

Dear Parents/Carers

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

We firmly believe the best way to do this is to work in partnership with families and the local community as we move towards excellence and to allow us to do this we are continually looking at what we do and how this can be improved. This year we have been exploring the best methods in the teaching of Literacy and Numeracy and reviewed the teaching of Science and Religious Education, including philosophy for children to improve thinking skills.



We put children's rights and responsibilities at the heart of our Health and Wellbeing programmes and encourage a nurturing ethos which encourages everyone to focus on solutions and self-improvement. As we move towards the beginning of our new school being built we aim in session 2013/14 to:

- Achieve an all over very good in performance, with aspects of the curriculum and meeting learning needs moving towards excellent;
- Raise attainment in Numeracy at all stages;
- Review the teaching and learning planning cycle taking into account assessment at all stages;
- Work with our partners and stakeholders to plan for change as we move closer towards the completion of our new school building;
- Improve the quality of experiences and opportunities within local and global citizenship;
- Focus the teaching of children's rights through the Health and wellbeing and Religious and Moral Education programmes;
- Review the process of professional development and review for all staff;
- Extend and strengthen partnerships to include areas identified through our citizenship programme; and
- Promote leadership of self-evaluation in pupils, staff and parent groups.

We look forward to building a strong partnership with you to ensure the best possible opportunities for your child/children in 2013 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 (Headteacher)

2)	About our school
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Name: Long Calderwood Primary School

Address: Bosworth Road
Calderwood
East Kilbride
South Lanarkshire
G74 3QT

Telephone: 01355 224414

Fax: 01355 579908

E-mail: office@longcalderwood-pri.s-lanark.sch.uk

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

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: 157

Classes: 7 (P1, P2/1, P3/2, P3/4, P5/4, P6/5 and P7/6)

Parent Council

We have a very supportive and active Parent Council within the school. The chair of the Parent Council is Miss Nicola MacEwan. We meet every second month and plan joint events such as activity afternoons and fund raisers. If you wish to contact our chair please email Nicola MacEwan at longcalderwoodparentcouncil@googlemail.com or you can visit the newly set up website at <https://sites.google.com/site/longcalderwoodparentcouncil/school-staff>



Halloween Activity Afternoon

Visiting the School

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

Pupil absence/sickness

We encourage all parents/carers to call the school office as soon as possible when their child is sick or absent. The office staff will pass the message on to the class teacher and call back if there is anything you need to know about that day. If you cannot manage to call in, the office staff will try to make contact with you on the first morning of absence. If there is a need to take children out of school for any other reason other than sickness, a letter should be sent to the Headteacher for authorisation.

Parental concerns

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

Complaints

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

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

When should I complain?

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

How can I complain?

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

- By telephone to the Headteacher or via the office staff if Headteacher is not available
- In writing either by letter or by emailing: headteacher@longcalderwood-pri.s-lanark.sch.uk

What will we do?

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

School Staff at Long Calderwood Management, specialist and support staff



Headteacher

Mrs Lynn Jamieson

Mrs Jamieson graduated from Glasgow University in 1993 and gained the Scottish Qualification for Headship in 2005. She serves on the council's Literacy Strategy and Curriculum for Excellence steering groups.

Janitor & Facilities staff

Mr Jim Sands

Mr Sands has been janitor at Long Calderwood for 17 years. Three cleaners and a kitchen team support him.

He is a keen photographer and does a brilliant job in school keeping a record of what we do. He also is an expert with the lighting for school shows.

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

Support Staff

Our team leader Mrs Bernadette Jarvie leads Mrs Anne Marshall, Mrs Eleanor Marshall, Mrs Jacqui Clark, Mrs Eleanor Goldie and Mrs Renee McCallum.

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

Principal Teacher

Mrs Anne Steel

Mrs Steel is a very experienced teacher qualifying in 1979. She has been Principal Teacher for 23 years and her areas of expertise include autism, nurture and mathematics. She also has a certificate in Early Education for 0 to 7 year old children.

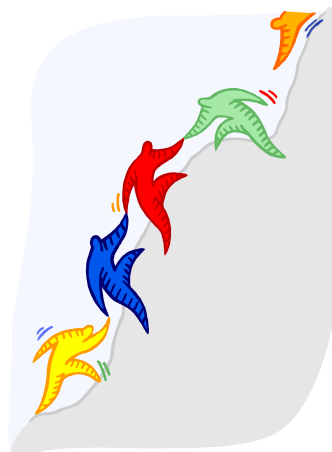
Specialist Support Teachers

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

Musical Instrument Instructor

Mr Stuart Pollok

Mr Pollok comes into school once a week to provide tuition in brass instruments and supports children to take part in the local orchestras.



Educational Psychologist

Miss Marie –Clare McVeigh

Miss McVeigh has been the school psychologist for two years now and has built up strong relationships with many staff and families. She leads staff in training sessions and supports many of the health and well being programmes we run.

School Staff at Long Calderwood Teaching staff

Miss Christine Miller

Miss Miller graduated from Strathclyde University in 1996 and has been teaching at Long Calderwood for 11 years. Her areas of expertise include nurture, health and wellbeing and counselling. Miss Miller is currently on maternity leave.

Mrs Helen Kerr

Mrs Kerr is a very experienced teacher who has been qualified for many years. She holds an additional teaching qualification in Primary French and inspires the whole school to be eco-friendly and take part in citizenship within the community.

Miss Laura Nelson

Miss Nelson graduated from Strathclyde University in 2010 and joined Long Calderwood in August 2011. Miss Nelson has led the development of a new and innovative spelling programme within the school and is one of the choreographers in the Musical Theatre Club.

Miss Vicky O'Brien

Miss O'Brien graduated from Strathclyde University in 2005 and has been working at Long Calderwood for a few years now. She is an accomplished gymnast and delivers a wide variety of excellent PE lessons. Miss O'Brien is also leading the school towards the UNICEF Rights Respecting School Award.

Mrs Germaine Roberts

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

Mr Ross Lightbody

Mr Lightbody is currently covering for Miss Miller's maternity leave and teaching P6/5. Mr Lightbody has been teaching for 6 years after graduating from Strathclyde University. His areas of expertise include Music and Drama.

Miss Laura Thomson

Miss Thomson is currently covering for Mrs Lamont's maternity leave. She teaches P3/4 and has been teaching for 3 years after graduating from Glasgow University. Her area of expertise is PE.



Mrs Carol McTaggart

Mrs McTaggart graduated from Glasgow University in 1995 and teaches Primary One. A very experienced infant teacher, she also leads the Art Group which makes decisions about the new school and is the Artistic Director for school shows.

Miss Claire McAleenan

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

Mrs Claire Lamont

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

3)**Parental involvement**

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

www.southlanarkshire.gov.uk

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

As a parent/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.



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

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

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

4) School Ethos

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

Imagine and achieve

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

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

Our Values

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



We promote these values as vision and each month we focus on a value through our theme for the year. For example, from August 2013 our theme is Children's Rights.

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



All children in Long Calderwood belong to a 'House'. We base house names on the theme from the previous year. For example, this year our houses are named after heroes. Each house has a captain, vice-captain and junior captain who are voted for by the children in their house. The school enjoys many partnerships with other organisations and agencies including:

- Calderglen High where pupils support us in our school shows and after school sports clubs
- Staff working with other primary/nursery staff in the Calderglen Learning Community to share ideas and work on joint projects
- The local churches where we hold services and support community events
- Forefaulds Nursing Home where the children will sing for the residents
- Integrated Children's Services and Home School Partnership who provide a range of resources and support to the school
- Women's Aid who can support individual children and provide advice on promoting healthy relationships
- Active Breaks staff and local sports coaches who provide training for staff and support extra-curricular and PE activities
- Local businesses which provide a focus for enterprise and many other aspects of the curriculum and many more

Promoting Positive Behaviour

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

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

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

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

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

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

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

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

How we design the curriculum in Long Calderwood Primary

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

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

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

An example of learning in the upper stages

For their Main Topic, P6 and P7 studied China. This included planning a holiday to China, comparing the daily life of a child in China to their own and learning about the different religions in China. A homework challenge was to make a Chinese Dragon. Their Mini Topic was 'Macbeth' and this is based around Drama, Music, Literacy and Technologies. It is a BBC adapted version of the play and has been made into a 'mini opera' covering many styles of music.



The Core Elements involve learning basic skills and in the middle and upper stages, we use a strategy called Reciprocal Teaching, which is a very effective way of promoting children's understanding of text. To enable children to participate in this they require having certain skills and being able to take on a role in a small group. The four main skills are predicting, clarifying, questioning and summarising. The children are then confident in

completing tasks, which require higher order thinking. Writing assignments are drawn from across all areas of learning.

Mathematics is taught using a wide variety of methodology and resources and programmes are closely matched to the ability of the children.

An example of learning in the early stages

For their Main Topic, P2 and P3 studied The Circus. They looked at the traditional circuses often found in stories and went on to look at the moral issues we face with circuses today, which they found fascinating. They hosted a showcase for parents and families and enjoyed a circus skills workshop using what they had learned in their showcase.

P1 studied animals as part of their mini topic. This was linked to woodlands and their Mini Topic was Robin Hood, which was based around Drama, Music and Literacy. They enjoyed taking part in the whole school pantomime and had the opportunity to sing, dance and support the main characters from P4-7

Core Elements in the early stages

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

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

At Long Calderwood, religious observance plays an important part in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and effective contributor. It also provides opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

Assemblies and services are used for delivering religious observance. We also have other assemblies, which celebrate success or have a community or moral theme. Each year the whole school visits the local churches to celebrate Harvest, Christmas and Easter. The pupils and others, including school chaplains and other faith leaders, are involved in the planning and presentation of religious observance assemblies.

There is a statutory provision for parents to withdraw children from participation in religious education and observance.

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.



6)	Assessment
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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 they have done and what they feel their next step is. These conversations will help children complete a learning 'profile' which this year is being introduced with P6 and P7 and will be rolled out throughout the school over the next few years.

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 wish to gather evidence to monitor our Literacy and Numeracy programmes. In Primary One we assess the children's phonic skills in December and in all other classes we carry out a reading assessment in November.

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.

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

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

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

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

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

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

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your local school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School. Please note that if an application for a 'placing request' is successful then school transport is not provided.

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

9)	Support for Pupils
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Getting it right for every child, (GIRFEC)

Getting it right for every child, (GIRFEC) is a national policy and programme which is implemented in Lanarkshire. The Scottish Government introduced GIRFEC as a long term programme; it is relevant to each and every child in Scotland, and reaches across children's and adults' services in the public and voluntary sectors to ensure there is firm commitment and drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components, which will help bring these values about.

The programme calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

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

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

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk.

The Additional Support for Learning Act

Requesting an Assessment

Planning for Learning – Additional Support Plan

Planning for Learning – Co-ordinated Support Plan

Transitions

Future Planning

Information for Parents and Carers about moving on from school.

Inclusive Education

ICT Assessment

Visual Impairment Support

Early Years Specialist Support

Independent Adjudication

10)	School Improvement
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Literacy

During last session a vast amount of work was undertaken in Literacy and this has resulted in a significant improvement in reading, talking and listening and writing. Approaches to Literacy are now active, use relevant resources and require thinking at a high cognitive level. At the early stage of curriculum for excellence a play-based approach is used and this has resulted in all P2 children reading or beginning to read and write confidently. New spelling approaches were piloted in two classes and the positive results have informed us of the need to roll this out throughout the school. Across all areas of learning, Literacy is beginning to be embedded and this will be further developed this session.

Mathematics

Experiences and outcomes and progression statements are being used which is supporting staff in gaining confidence in assessing progress in all areas of numeracy and mathematics. Diagnostic assessment is also directing teaching and learning and children are now experiencing a mathematics programme which is meeting individual needs. Children are enjoying experiencing numeracy across the curriculum and have shown some ability to transfer mathematical skills into other curricular areas.

Health and well being

All children enjoy 2 hours of quality PE during every 5 day week, in particular 'master classes' and sporting cubs run by qualified coaches. Sexual Health and Relationships was successfully piloted in P6 and P7 last year and other programmes such as 'Give us a Break' ensure individual children's social and emotional needs are better met.

As a result of careful evaluation last June we decided our priorities for this year are as follows.

Achievement and attainment

Continue with improvements in Literacy, including spelling, reading and writing at all stages
Target setting and Personal Learning Planning

Curriculum for Excellence

Review the teaching and learning in the areas of Science and Religious Education, including Philosophy for Children to improve thinking skills.

Getting it Right for Every Child

Put children's rights and responsibilities at the heart of the school ethos, including reviewing health education, promoting a nurturing environment and being solution focused.

Lifelong Learning

Involving children, staff and families in play in the early years, improving general learning skills and celebrating the work of the school with others.

Self-evaluation and Leadership

Continue to self-evaluate the work of the school with particular focus on Meeting Learners' Needs

Over the next three years we intend to continue with a focus on Literacy and Numeracy across learning, examine the other curricular programmes and focus on assessment and profiling.

11)	School policies and practical information
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Free School Meals

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

- Income Support, Income-based Job Seeker's Allowance, Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs) , Child Tax Credit only (where your income does not exceed £16,190 gross per annum as assessed by the HM Revenues & Customs).

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

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. The current cost for a school lunch is £1.20.

We would wish to draw to your attention to the fact that milk is available for pupils as part of the meal provision. Children who wish to have milk with their lunch can do so.

South Lanarkshire Council provides fruit to P1 and P2 children 3 days per week.

School uniform

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

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

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

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

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

Support for parent/carers

Clothing grant

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

Application forms for clothing grant are available from the Council's website: www.southlanarkshire.gov.uk or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 01698 454545.

School hours/holiday dates

The school day is arranged as follows:

Start 9.00am

Interval 10.30 – 10.45am

Lunch 12.15 – 1.00pm

Close 3.00pm

Please see appendix 1 for Holiday Dates

Enrolment – how to register your child for school

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

Enrolment date for 2013 is week commencing 14 January 2013. Please feel free to come into school anytime on Monday 14th and 15th except between 12.15-1pm which is lunch time. Please remember to bring your child's birth certificate and two current proofs of address. If you cannot manage at those times please call the school office and feel free to make an appointment for another day that week.

Transport

School transport

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

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

(ii) Pick-up points

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

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

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

Insurance for schools – pupils' personal effects

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

(i) Theft/loss of personal effects

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

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

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

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

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

(ii) Damage to clothing

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

Family holidays during term time

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

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

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

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

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

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

Promoting positive behaviour

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

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

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

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

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to follow the advice and guidance contained in “South Lanarkshire Child Protection Interagency Guidance and Education Procedures”.

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

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

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

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

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

The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: www.southlanarkshire.gov.uk

Information on emergencies

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

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

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Telephone 01698 454545) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Your commitments

We ask that you:

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

Data Protection Act 1998

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



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

Imagine and Achieve

