



ARGYLL AND BUTE COUNCIL Customer Services: Education

Cardross Primary School Handbook Academic Year 2020/2021



This document is available in alternative formats, on request (please contact the Head teacher).

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GENERAL SCHOOL INFORMATION

Contact Details

Head Teacher	Mrs Kelly Girling
School Name	Cardross Primary School
Address	Kirkton Road Cardross, G82 5PN
Telephone	01389 841433
e-mail	enquiries-cardross@argyll-bute.gov.uk
*Website	https://blogs.glowscotland.org.uk/ab/cardross
Follow us on Twitter	@CardrossPrimary

School Roll and Stages

Present Roll: 166
Class Stages: P1- P7

The school is the only primary school in the Cardross area. It is co-educational and all stages from P1 to P7 are taught. It is a non-denominational school - open to children of all religious faiths.

*Our website is kept up to date and provides the main source of information and detail for parents to access. It contains a very broad range of information including Parent Council

School Staff

TEACHING STAFF

Mrs Kelly Girling	-	Head Teacher
Mr Nicholas Henry	-	Principal Teacher
Miss Kiersty Travers	-	Principal Teacher
Mrs Katie Adirangga	-	Class Teacher
Mr Ewan Cameron	-	Class Teacher
Mrs Laura Lyle	-	Class Teacher
Miss Lisa Allan	-	Class Teacher
Mrs Lynn Vickers	-	Class Teacher
Mrs Carol Simpson	-	Class Teacher/ANST
Mrs Vicky Hendren	-	NCCT/PE
Mrs Patricia O'Donnell	-	NCCT/Art
Mrs Sarah Grant	-	Provides instrumental instruction weekly

SUPPORT STAFF

Mrs Jill McLean	-	Clerical Assistant
Mrs Margaret Dobbie	-	Clerical Assistant
Mr Mark Iles	-	Janitor
Mrs Emma Wright	-	ASN Assistant
Mrs Catherine Streeter	-	Classroom Assistant
Mrs Karanne Lawrie	-	Pupil Support Assistant
Mrs Ruth Kinloch	-	ASN Assistant
Mrs Nicola Campbell	-	Classroom Assistant/ASN Assistant
Mrs Irene Garry	-	Catering Supervisor

School Day

School opens	9.00 am
Interval	10.30 - 10.45 am
Lunch	12.15 - 1.00 pm
Pupils Dismiss	3.00 pm

Details of school holidays can be found on page 43.

Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC) from August 2020. This will help young children gain vital language and learning skills, improve their social development and help them do better at school when it comes. It will also support parents to work, train or study. This childcare can be accessed through partner nurseries and partner childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder.

Early Learning and Childcare Staff Details

Childcare and Education Worker	Laura Crockett
Childcare and Education Worker	Laura Mackenzie
Childcare and Education Worker	Lynsey MacPherson
Childcare and Education Worker	Lauren Paton
Childcare and Education Worker	Claudine Wallace
ASN Assistant	Laura Hogg

Early learning and Childcare Centre Information

Capacity	30 Children
Hours	Mon – Fri 8.50am – 2.50pm
Stages Covered	3 – 5 year olds
Parent Notice Board	The notice board is located in the ELC entrance area.

Timetable

0845 – 0900 Main Door Open / Welcome
0900 – 1145 Free Flow
Rolling Snack 1000 – 1030
1145 – 1200 Together Story/ Singing / News Time / Reflect on Learning
1200 – 1300 Lunch / Pick Up
1300 – 1445 Free Flow
Rolling Snack 1400 – 1430
1445 – 1500 Main Door Open / Pick Up

Other Activities throughout the week

Mondays:	Gym in school Hall
Tuesdays:	Gym in school Hall
Wednesdays:	French / Music

Please see <https://www.argyll-bute.gov.uk/early-years> for further information and for details of the nearest establishment/s offering early learning and childcare.

Visits of Prospective Parents/Carers

Parents of pupils seeking to start at Cardross Primary are encouraged to phone the school office to make an appointment to come in and meet with us and have a tour of the school.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Cardross Primary, the suggested uniform is as follows:

Shirt/Blouse/Polo Shirt	-	White
Trousers/Skirt	-	Grey
Sweatshirt	-	Red printed with school logo
Tie	-	Red with grey stripes

We do ask for your help in providing suitable kit for Physical Education – tee shirt, shorts and gym shoes in a bag with pupil's name.

Children are also required to keep a set of outdoor clothing and a pair of wellington boots in school for One Time (outdoor) Activities.

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

School Clothing Grants

Grants of £100 are available for any child who will attend an Argyll and Bute Council school and whose parent(s) receive:

- Income Support
- Income Based Job Seekers Allowance
- Income related element of employment and Support allowance
- Council Tax or Housing Benefit
- Child Tax Credit and Working Tax Credit (Income should not exceed £6900)

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Please note that the above eligibility criteria is correct at time of publishing (November 2019) and may be subject to change by the start of August 2020. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Parental Concerns

From time to time, parents/carers may have a concern which they would like to discuss with the school. We encourage you to get in touch with us as soon as possible as matters are much easier to address before they grow.

Teachers operate a “call list” and any parent who wishes to discuss a matter relating to their child can call the School Office. The class teacher will ensure that you receive a telephone call back promptly.

If you require a face to face appointment with either the class teacher or a member of the School Leadership team, please call the Office who will be happy to arrange the meeting for you.

Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

Early Learning and Childcare Attendance

A child's entitlement to funded ELC will be 1140 hours (pro rata), generally arranged as 5 x 6 hour sessions over 38 weeks within the school year. However, some standalone units are offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website.

Children who attend in a regular pattern settle well into the early learning and childcare routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs of the individual child.

School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

By telephoning the school prior to 9am to notify us of your child's absence.

Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Parent / Carer Contact Details

Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

The Complaints Procedure

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

PARENTAL INVOLVEMENT

All pupils receive a personal planner which they update daily in school. It provides a very useful and clear communication link between home and school. In addition to recording their homework tasks, pupils also use it to set targets and reflect on their learning. Over the year this builds to form a detailed profile of learning.

Curriculum evenings are held when parents/carers have the opportunity to learn more of the learning that will take place in the year; and occasionally workshops are also held when parents /carers can try out some of the learning activities their child is involved in, or be supported in an understanding of some newer teaching methods.

Parents/carers are invited in to school at various points in the year to class Assemblies or “end of topic” celebrations of learning. This allows you to see first-hand what the children have been doing and how it has impacted on their learning and development.

We also hold an Open Day for the whole community to come and visit us and share our school experiences.

Homework

P1

Phonics – children will be given 3 sounds a week to practise at home.

Reading – children will be given up to 2 books each week.

Sight words – 5 words will be issued each week.

Maths – counting up to 30 forwards and backwards.

P2 & P3

Reading – children should read every night and practise the highlighted words for their stage.

Spelling – one sound or spelling rule will be given each week. A list of activities that you can use to reinforce the spelling rules will be included in the home learning pack.

Maths - Class teachers will inform you of what is being covered in class via Planners and Seesaw. Regular practice at home of number bonds is very important as it aids speed of recall and accuracy and increases confidence in all areas of maths. Examples of activities and games that can be completed at home will be included in the pack along with a few resources that might be useful.

P4-7

Reading – all children should read every evening at home for at least 20-30 minutes. Details of how you can help your child will be included in the home learning pack.

Writing – if your child wishes to practise writing at home, we have created a booklet of activities that they can complete over the year.

Spelling - will be taught in class but formal spelling homework will no longer be sent home. Class teachers will advise parents of the spelling rule or pattern being taught in class. A list of activities that you can use to reinforce the spelling rules will be included in the home learning pack.

Maths – Class teachers will inform you of what is being covered in class via PLPs and Seesaw. Regular practice at home of number bonds to 100 and multiplication tables to 12 is very important as it aids speed of recall and accuracy and increases confidence in all areas of maths. Examples of activities and games that can be completed at home will be included in the pack along with a few resources that might be useful.

Becoming Involved in School

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement

Examples of opportunities for parental involvement are as follows:

During the school day:

- Sharing in learning activities in P1 – P3 at Shared Start and Soft Finish
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Operating the Infant Reading Library
- Teaching playground games
- Golden Time activities, e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club or After School Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/activity areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.



The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about our Parent Council by visiting their page on the school website: <https://blogs.glowscotland.org.uk/ab/cardross> or by contacting the Head Teacher.

Parentzone Scotland

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. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.




Parentzone
SCOTLAND

**Information and advice on education
and learning for parents in Scotland**

Be at the heart of your child's learning . . .

Sign up to receive our Parents and Carers e-bulletins
for the latest developments in Scottish education.
edscot.org.uk/p/LQE-39I/subscribe
Email: enquiries@education.scot.nhs.uk

education.gov.scot/parentzone



SCHOOL ETHOS

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

- We aim to provide a broad, balanced, personalised curriculum in a peaceful, happy school where everybody feels safe and valued and where education is challenging and fun.
- To provide learning experiences and activities which promote and encourage creativity, a healthy lifestyle and high self-esteem; developing the children's individual talents and abilities to the full.
- Everyone will be respectful of each other and will create a mutually supportive learning environment, including the wider resources of our village community.
- The school will work to encourage strong partnerships with pupils, parents, colleagues, other agencies and the community to the mutual benefit of all.
- We will continue and develop our focus on developing effective leadership at all levels.

Children are encouraged to acquire and develop the following:

- Skills, knowledge and understanding in literacy and communication, numeracy and mathematical thinking.
- Understanding, appreciation and respect of themselves, of other people and of the world around them.
- The capacity for independent, critical thinking and self-motivation for learning with ability to self-review and evaluate.
- Appreciation and promotion of the benefits of maintaining a healthy lifestyle.
- Positive attitudes to learning and self-fulfilment.

Cardross Primary 'RICHES'

Cardross Primary is a caring school; one in which everyone is valued and respected. These are the values we decided on as a whole school community –

Respect, Integrity, Care, Hard Work, Equity = Success. Together they spell **'RICHES'**

We think living our Values each day will give us riches beyond measure and lead to success in our lives.

Our shared values encourage all to think of others and work hard together to make us, and our school, all we can be. Each citizen in our school community has the right to these values being upheld and the responsibility to work to do so.

The strength of our values and their permeation throughout all aspects of our school, create a strong ethos; where everyone is welcomed and supported to reach their full potential.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

School and Community Links

In a community such as Cardross, the school is in the privileged position of being at the heart of village life. We aim to forge links with all those who help care for our children and develop their potential.

Strong links are maintained with local nursery, youth organisations, Golf Club, Tennis Club, Library, senior citizens, the parish church and the local foodbank.

Children are given opportunities to take part in local competitions sponsored by Police, Library, Road Safety Department, Retailers Association etc.

As a school we support a wide variety of Charity organisations over each session most of which are decided by the pupils themselves.

Promoting Positive Behaviour

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our Golden Rules are as follows:-

- Treat other people with kindness, care and respect.
- Keep hands, feet and unkind words to yourself.
- Give yourself and others the best chance to learn.
- Take care of your own, others and school property.

Discipline

At Cardross Primary we use a restorative approach as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

Anti-Bullying

Cardross Primary School is committed to providing a safe and supportive environment for all people and promoting a culture where bullying is recognised as being unacceptable.

Bullying behaviour is not and should never be an inevitable part of school life or a necessary part of growing up.

"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."

The United Nations Convention on the Rights of the Child, Article 19

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents and carers, will have the resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."

A National Approach to Anti-Bullying for Scotland's Children and Young People, 2010

Our policy aims to:

- Promote respectful relationships between staff, between staff and parents, staff and children and amongst children.
- Stop any bullying as quickly as possible.
- Raise awareness and prevent bullying behaviour.
- Provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

The policy can be viewed online on the school website and is available in hardcopy on request.

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement in our weekly achievement assemblies, as well as celebrating achievements made in school we encourage pupils to share wider achievements from out with school.

Wider-Curricular Activities

Our school motto 'Go For It', epitomises our commitment to wider curricular activities.

We provide as wide a range of opportunity as we can to encourage and develop interest, talent and skills.

Children participate in some or most of the following: football, netball, hockey, badminton, scripture union, outdoor club, country dancing, arts and crafts, photography, rugby, lego club, table tennis and cross country, during after school or lunch time clubs.

In school there are facilities for badminton, netball and most indoor games in the gym/assembly hall. The school sports field also provides excellent facilities for most outdoor games.

All children from each class have My Time on a Friday afternoon where activities are skills based and lead by class teachers, support assistants and parents. At various times throughout the year, we organise a variety of educational excursions. Our pupils also enjoy sharing the experience of a wide range of visitors - from the school nurse to visiting theatre groups.

Pupil/Eco Council/Sports Council

Our pupils have opportunities to represent their peers on these three pupil committees. Pupils are voted on by classmates and are able to make their views known in leading to school improvements based on pupil choices and recommendations. They are also expected to gather opinions from their peers on a variety of consultations and bring issues or suggestions from their classmates. Current membership of the committees and further information on their work can be found on the school website.

CURRICULUM FOR EXCELLENCE (CFE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- **Expressive Arts** – including art and design, dance, drama and music
- **Health and Wellbeing** – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- **Languages** – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- **Mathematics** – including analysing information, solving problems and assessing risk
- **Religious and Moral Education** (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- **Sciences** – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Social Studies** – understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies** – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

The Senior Phase

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

16+ Learning Choices

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary.

The Curriculum at School, Local and National Level

Further information on our school curriculum and the way in which pupils learn can be found on our school website. Information on the curriculum at other levels can be accessed using the following links:

<http://www.educationscotland.gov.uk/thecurriculum/>.

Careers Information Advice and Guidance

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Financial Guidance

Advice and guidance in this area are taught in our numeracy lessons and through our variety of enterprise projects e.g. Smiley stationery, class bake sales and art shows. Opportunities are given to plan budgets specific to real life contexts and class experiences e.g. class trips, concerts, parties and events.

Sexual Health and Relationships Education

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

The school policy can be viewed on the school website and is available as a hard copy on request. The aims of the policy are:

- To support the school's endeavours to maintain the safety and well-being of all pupils
- To support all the members of the school community by providing clear guidance
- To give appropriate attention to all drugs: legal drugs, medicines, solvents and other socially disapproved of drugs and illegal drugs
- To bring clarity and consistency to the way all staff approach the subject of drugs

- To bring about confident effective management of all drugs on school premises
- To set down the basis for a planned drug education programme in accordance with Argyll & Bute and national guidance

Further information can be obtained by contacting the Head Teacher or via www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat.

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and all children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.

REPORTING

Reporting informs parents/carers of progress in learning and achievement. This will be through a range of approaches including meetings at parents' evenings or in written form and through communication in Personal Planners.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.

TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

Starting Early Learning and Childcare

Once your child has been allocated a place in the early learning and childcare class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the early learning and childcare class with your support as necessary until they have fully settled.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2020 and 29th February 2021 should start school in August 2020. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Cardross Primary is:

Hermitage Academy
Cardross Road
Helensburgh G84 7LA
Tel: 01436 7672145

Website - <http://www.hermitageacademy.argyll-bute.sch.uk/>

You will be contacted by letter and offered a place for your child at Hermitage Academy, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

Moving from Stage to Stage

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

Moving Between Schools

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

Liaison with Local Schools

Our school maintains close links with Hermitage Academy and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Leaving School

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 3-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Identifying and Addressing Additional Support Needs

The Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Universal Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Universal Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Child's Plan may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

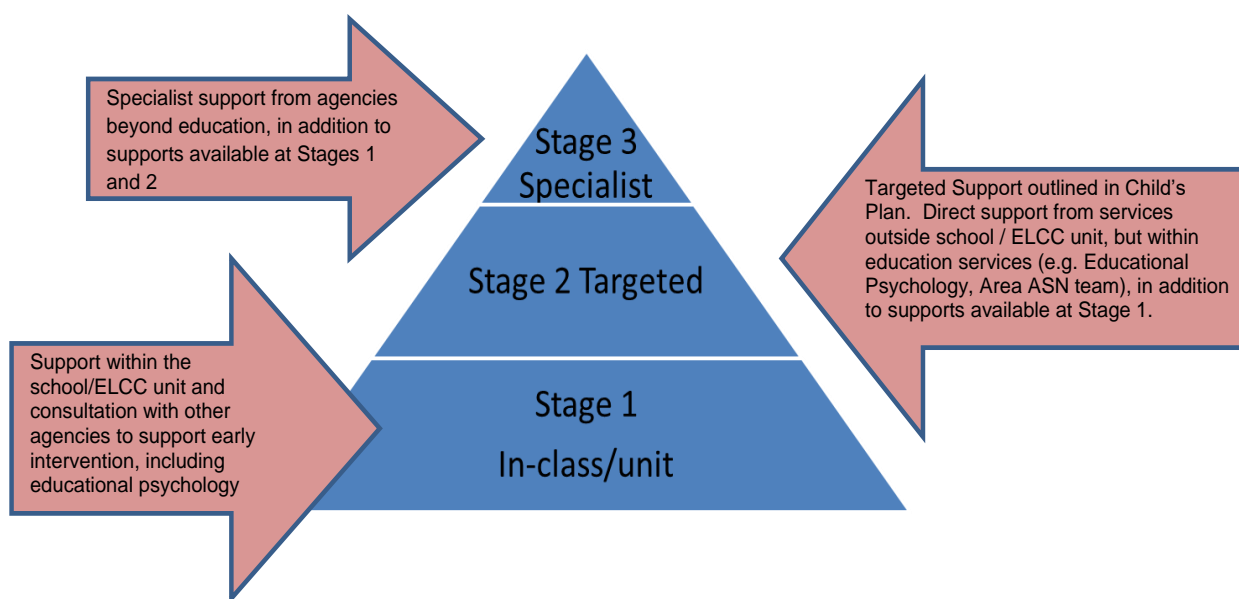
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.



Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher as the Named Person in primary school.

Please contact the school office to arrange an appointment.

At Cardross Primary School we have a Pupil Support Teacher who offers additional support to identified pupils.

This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ♦ Independent Mediation Services
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ♦ Independent Advocacy
Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.
- ♦ Free Dispute Resolution
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Anne Paterson, Head of Education: Lifelong Learning and Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or Anne.Paterson@argyll-bute.gov.uk
- ♦ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) www.barnardos.org.uk.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

SCHOOL IMPROVEMENT

Main Achievements

We identified a need for development in pupil Health and Wellbeing and some of our PEF funding was allocated for staff development in Growth Mind Set and pupil workshops – staff have continued this throughout the session using Mindfulness to improve mental wellbeing in the classroom.

All staff at the school have received twilight training in 'Trauma Informed schools' as part of our staff development in our knowledge of Adverse Childhood Experiences and how they affect a child's readiness to learn.

Funding from our PEF allocation has been used to extend Accelerated Reading across the school and we have seen a rise in pupil's engagement and enjoyment of reading. We have our new library area which has been furnished with money from our parent association. We have a new lunch time reading club which is held twice a week and is open to all pupils P1 – P7 and is proving to be very popular and it is great to see the pupils sharing books together and reading to younger pupils.

The school took part in Deputy First Ministers Maths week. Number Talks continues to be used across the school to increase pupil mental agility in numeracy.

We achieved the Gold Schools Sport Award. This award highlights that the school has shown excellent practice and on-going commitment and engagement in physical education, school sport and leadership.

We have had lots of sporting achievements to celebrate, cross country, netball, swimming, athletics, and ice skating. In the Garscube Harriers Cross Country competitions in November and February we had runners from P5, P6 and P7. Our Primary 5 team came 2nd in both events. In the Ardencaple Schools Football competition our team were winners of the Plate competition.

Cardross Primary School celebrated the 60th Anniversary of the official opening of the school on the current site on March 6th 2019. We had a whole school party lunch to celebrate. The whole school show this year 'Through the Decades 1959 – 2019' was a sell out for all 3 performances. We also had a community exhibition of photographs and memorabilia from the last 60 years.

Improving Standards

A robust tracking system has allowed staff and management to have secure and detailed knowledge of pupil's progress across the school. It has allowed for earlier intervention for pupils experiencing challenges in learning, resulting in improved results for those pupils.

Reading skills and reading for enjoyment have improved across the school and pupils are using their reading skills across contexts within learning. Pupils in P6 and P7 are organising and running the AR library and lunchtime library clubs for the whole school. We have seen an increase in numbers of pupils gaining 1,000,000 words in P4 –P7 and all pupils from P2 – P7 are being recognised for outstanding efforts in Accelerated Reading.

Pupils work in literacy and numeracy in the Outdoor environment is having an impact on attainment within class, as well as pupils' Health and Wellbeing.

Summative Assessment results show:

- Suffolk reading test attainment is higher than 2017/2018 figures
- SNSA results and Achievement of Level percentages demonstrate raised attainment across most areas
- Attainment remains high in Achieving a Level in Reading and higher than local and national achievement: P1 92%, P4 90% (increase from 78% previous year) P7 82%
- GL assessment results show attainment is higher in Maths and Numeracy across the school. There are marked improvements in the area of Shape Measure and Movement.

School Improvement Plan

Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
OCTF Key Objective 1 Raise Educational Attainment and Achievement for all	Learners will know and be able to talk about their next steps in writing and will be involved in planning how they will achieve these. Observations of learning and teaching will reflect on-going improvements in writing.	HT / PT/ CT	August 2019 – June 2020
OCTF Key Objective 2 Use Performance Information to secure improvement for children and young people	Enhanced skills development and a greater progression in learning in Numeracy for all learners, leading to raised attainment in P7.	P5/P6/P7 CT	August 2019 – June 2020
OCTF Key Objective 3 Ensure children have the best start in life and are ready to succeed	Improved Attainment at Early level in the five key skill areas of Emerging Literacy.	HT/P1/ELC Practitioners	Oct 2019 – Oct 2020
OCTF Key Objective 5 Ensure high quality partnership working and community engagement	Increased levels of active and meaningful engagement from parents and carers in their child's learning and life at school.	HT / PT / CT	August 2019 – June 2020

The full school improvement plan can be accessed on the school website.

Attendance and Exclusion

The school enjoys good attendance statistics and we have had no exclusions in the past five years. Alternatives to exclusion are always looked at before we consider excluding a pupil.

SCHOOL POLICIES AND PRACTICAL INFORMATION

Snack Provision (Early Learning and Childcare only)

There are no charges for the 5 sessions of early learning and childcare education provided each week for eligible children. However at Cardross ELC we ask parents to make a contribution of £10 per term (4 terms) towards snacks.

School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required. In addition, as part of Scottish Government legislation that came into force in January 2015 free school meals are available to all pupils in P1-P3. Please see below for details of free school meals for pupils from P4 and beyond.

At Cardross Primary we encourage healthy eating. Our school tuck shop has healthy options such as fruit and toast, which are sold at reasonable prices.

School lunches are planned so that children can choose a well-balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free School Meals

All pupils in P1-P3 are entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically.

Free school meals are also available, via an application process, to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related element of employment and Support allowance
- Child Tax credit but not Working Tax Credit (Income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (Income should not exceed £6900)
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above. In addition, pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

All children in the school complete a pre-ordering system for school lunches in order that the kitchen can prepare and serve the appropriate number of meals, reducing waste, insuring pupils receive their choice and protecting anonymity for those receiving free school meals.

Please note that the above eligibility criteria is correct at time of publishing (November 2019) and may be subject to change by the start of August 2020. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Special Dietary Requirements

Our catering supervisor, Mrs Garry, is happy to liaise with those families who have particular dietary requirements; and in most cases is able to accommodate. Please contact her directly at the school kitchen on 01389 841250 to discuss.

Health Care

You can contact your school health staff at: -
Helensburgh : 01436 65501

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at www.argyll-bute.gov.uk/education-and-learning/school-transport.

Education Maintenance Allowance (EMA)

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing ema@argyll-bute.gov.uk or telephoning 01369 708548.

Insurance

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Music Services

From Primary Five pupils are invited to take up an instrument. We have visiting instructors in Brass and Woodwind. Following assessments in musicality undertaken by our instructors, children are selected and loaned their instrument. Lessons take place weekly within a group and opportunities are made for the children to perform at events within school and in the community.

There is a small charge for this service.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

Child Protection

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

Acceptable Use of Personal Internet Enabled Devices / Using the Internet, Email and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- 'logout' at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school's name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don't know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to Secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.

- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

If you have any concerns regarding any of the above you should contact your school directly to discuss individual circumstances.

Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible, a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or www.argyll-bute.gov.uk/service-disruptions website or the use of text messaging may be utilised.

SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2020/2021

School holidays for all schools within Argyll and Bute can be found here: <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

BREAK	DATES OF ATTENDANCE	
Start of term	Open	Thursday 13 & Friday 14 August 2020 Teacher In-service Days
	Open	Monday 17 August 2020 Pupils Return
October	Close	Friday 2 October 2020
	Open	Monday 19 October 2020
November	Close	Friday 27 November 2020 Monday 30th November 2020 - Teacher In-service Day
	Open	Tuesday 1 December 2020
Christmas	Close	Wednesday 23 December 2020
	Open	Thursday 7 January 2021
February Week	Close	Friday 5 February 2021
	Open	Monday 15 February 2021 – Teacher In-service Day Tuesday 16 February 2021 – Pupils Return
April	Close	Thursday 1 April 2021
	Open	Monday 19 April 2021
May	Close	Thursday 27 May 2021 Friday 28 May 2021 – Teacher In-service Day
	Open	Open Tuesday 1 June 2021
Summer	Close	Friday 2 July 2021

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at November 2019:

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –

<https://education.gov.scot/parentzone/>

Education Scotland's toolkit for parental engagement and family learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Journey to Excellence - provides guidance and advice about culture and ethos –

<https://prezi.com/pinge66owybn/copy-of-journey-to-excellence/>

Health and wellbeing guidance on healthy living for local authorities and schools –

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

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 –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –
<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)
and
<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -
<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>
and
<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -
<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –
<http://www.sqa.org.uk/sqa/63101.html>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.employabilityinscotland.com/policy-and-partnership/youth-employment/opportunities-for-all/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.myworldofwork.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – <http://www.gov.scot/Publications/2011/02/16145741/20>

Information about how progress is assessed –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications –

<https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – <http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

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 –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Equality and Inclusion - <http://www.gov.scot/Publications/2012/02/7679/3>

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 –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

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 –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Education Scotland's Inspection and review page provides information on the inspection process –

<https://education.gov.scot/>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>