



# Welcome to

## Cargenbridge Primary School

### Handbook



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# Message from Director of Education Services

Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Director, Education Services to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Colin Grant  
Director, Education Services

## Education Services Aims

Our Aim is to raise levels of attainment, achievement and participation in all our children and young people.

Our Objectives

1. We will ensure that children and young people will be at the centre of our plans.

This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.

2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.

3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.

4. We will streamline our business processes

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

# WELCOME

The staff and children of Cargenbridge Primary School extend a warm welcome to all parents, friends and visitors to our school.

We want our school to be a happy, caring and stimulating place for everyone and welcome your assistance and co-operation in achieving this.

Our School Motto is :-

**Working Together, Learning Together**

Our School Vision is :-

**At Cargenbridge, we work and learn  
together helping each other become healthy,  
confident and responsible  
individuals.**

**We respect and care for each other and we celebrate each others' successes.**

**We value our environment making our school a happy, fun and friendly place to belong to and learn in.**

**We are proud of ourselves, our school and our  
community.**

The values we have are that of :-

**Happy, Friendly, Healthy, Confident, Cooperative,  
Respectful, Fun, Sense of Belonging, Team Players,  
Responsible, Eco Friendly and  
Caring**

This handbook is provided to familiarise you with some of the educational, organisational and social aspects of our school and to foster the good relationship, which already exists between home and school.

I do hope you find our handbook informative and useful, but should any of your questions not be answered here, please do not hesitate to contact me.

I look forward to meeting and working with you to ensure that your child's primary education is both happy and rewarding.

ELAINE WATSON  
Head Teacher

# Introduction

## Basic Information

Cargenbridge Primary School  
Waterside Road  
Cargenbridge  
Dumfries  
DG2 8LL

Tel. No. (01387 269046)  
Fax No. (01387 269046)  
e-mail: [coffice565@ea.dumgal.sch.net](mailto:coffice565@ea.dumgal.sch.net)

Non-denominational  
Primary 1-7

Co-educational; capped at 100 pupils by Education Services

Present Roll – 108 (primary) – 42 (nursery)

### **Director of School Services :**

Mr Colin Grant  
Woodbank  
30 Edinburgh Road  
Dumfries  
DG1 1NW  
Tel. No. (01387 261234)

### **Area Team Leader**

Mr Alan McMillian  
St Teresas  
Lochside Road  
Dumfries  
  
Tel. No. (01387 254979)

### **Local Authority:**

Dumfries & Galloway Council  
Council Offices  
English Street  
Dumfries  
Tel. No. (01387 260000)

Website: [www.dumgal.gov.uk](http://www.dumgal.gov.uk)

### **Other Primary Schools in the Area: Burgh Secondary Schools :**

Laurieknowe Tel. No. (01387) 252459  
Lochrutton Tel. No. (01387) 730248  
Troqueer Tel. No. (01387) 252615

St. Joseph's College Tel.No.(01387) 252893  
Dumfries Academy Tel No. (01387) 252846  
Dumfries High School Tel No. (01387)263061  
Maxwelltown High School TelNo. (01387)20458

**Cluster Schools** : Cargenbridge is one of the Maxwelltown High School, Cluster Schools along with Holywood Primary, Shawhead Primary, St Ninian's Primary, Lochside Primary and Lincluden Primary.

## Budgeted Running Costs :

At the end of each financial year you will be sent out a break down of the running costs of Cargenbridge Primary.

## **The School Building and Ground**

Situated a mile and a half from Dumfries town centre Cargenbridge Primary is built on ground in the heart of the suburbs of Cargenbridge and from the site there are beautiful panoramic views of Dumfries and the surrounding farmlands.

The school, which opened in 1959, has just celebrated its 50<sup>th</sup> birthday by moving into a new building designed by Dumfries and Galloway architects. All class bases and nursery have the newest technology with double exit doors to the play area. There is a library, community room and Multi Use Games Area. The nursery have their own external play area. A sensory garden has also been included in the landscaped outdoor area. All meals are cooked on the premises in the new state of the art kitchen.

The catchment area stretches from Mabie forest on the New Abbey Road to Lochanhead on the Dalbeattie Road with those children who live in outlying areas being transported via the school taxi service.

Although classed as a rural school, being situated on the outskirts of the town means that we enjoy 'the best of both worlds'. We can maintain small classes in an intimate friendly environment but we have all the facilities of the town on our doorstep.

**Community use of the school is positively encouraged and anyone wishing a 'Let' should apply to:**

School Lets Officer  
Dumfries Academy  
Academy Street  
Dumfries  
Tel. No. (01387) 274350

# SCHOOL ORGANISATION

## Staff

### Head Teacher:

Mrs. Elaine Watson

### Teaching Staff:

Mrs. Mary McNay  
Mrs Laura MacKay  
Miss Nadine Mawer  
Miss Natalie Stewart  
Miss Natalie Lillie  
Miss. Alison Lucas(nursery)  
Miss Natalie Wilson (Nursery Nurse) Miss Joanne Ackland (Nursery Nurse)  
Mrs. Tracey Wilson (CA Support for Learning)  
Mrs. Margaret Park (Classroom Assistant)

### We have visiting specialist teachers in the following: -

Art	Ms Alison Hickman
Music	Mrs Wendy Williams
PE	Mrs. Morag Graham
Active School Coordinator	To be appointed
Additional Support for Learning	Mrs. Gail Williams

### Non-Teaching Staff:

Secretary	Mrs. Helen Scott
Janitor & Playground Supv.	Mrs. Janice Mitchell
School Chaplain	Rev. Billy Kelly
School Nurse	TBC
School Doctor	Dr Ben Rayan
Speech Therapist	Mrs. Lynn Adams
Educational Psychologist	Dr Elizabeth McIntyre
Cleaners	Mrs. Roseanne McDowall
	Mrs. June McLachlan
Cook-in-charge	Mrs. Sandra Lennox
Assistant	Mrs. Claire Jardine
Assistant	Mrs Kirsty Rogerson

## Supply Staff

From time to time it will be necessary to bring in staff to cover sickness and staff training. Over the years we have built up a bank of reliable supply colleagues who are familiar to the children. Unless we need emergency cover for sickness your child will always be told when a supply teacher has been booked to take your child's class.

# Enrolment

## Catchment

According to the **Education (Scotland) Act 1981**, parents have the right to choose the school at which they wish their child to be educated. Dumfries and Galloway Council Education Dept. have a basic information booklet for parents, which summarises and outlines educational provision within the region. A copy of this booklet can be obtained from the Education Office at Woodbank or from the school office. Parents need to contact the Education Office if they are seeking a place at a school out with their catchment area. Parents must also contact Parent/Pupil Support if they wish to continue with a place after they have moved out with their catchment area. Forms *PP1* and *PP2* are issued for completion to parents of new entrants and children transferring to secondary education.

**Transport** is provided by the authority for pupils from the catchment area: -

- a. If they are under 8 and live 2 miles from the school.
- b. If they are over 8 and live 3 miles from the school

Parents seeking a place at a school outwith the child's catchment area are normally responsible for the cost of transport.

## Enrolling your Child

### Nursery Entrants

Children are entitled to a place in nursery from the beginning of the term following their third birthday. There is only one enrolment day for the whole year taking place in early February.

Both 3 and 4 year old children are entitled to a maximum of 5 sessions a week.

**Please note that we have a separate nursery handbook for prospective nursery entrants.**

**If the circumstance arises that there are no places or limited places a ballot will take place. Priority will be given to**

- **Children with Special Needs**
- **Children accepted for a deferred year**
- **Catchment with siblings**
- **Catchment with no siblings**
- **Non catchment with siblings**
- **Non catchment**

### Moving from Nursery to Primary

Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

### Primary Entrants

Children are entitled to start their formal education at the beginning of a new session (i.e. August) provided they will become 5 years of age by the end of February in Primary 1.

Enrolment takes place in school early in January and the dates and times are published in the local press. Parents should bring along their child's birth certificate.

In the summer term preceding entry nursery staff will begin to prepare your child for his/her move into primary. New entrants are invited to spend some time in their P1 class and all pupils are allocated a buddy who will support your child during this summer term and while in P1. Parents are invited to a meeting with the Head Teacher who will provide helpful hints about how to prepare the children for school as well as providing information relevant to the first few weeks in primary. A further meeting will be arranged for September when the class teacher will give a brief outline of the P1 curriculum. Information will also be provided on assessment, reporting and parents' evenings. Parents are welcome to contact the school to arrange a pre visit.

### Entrants from Other Schools

Parents should telephone the school so that a mutually suitable time may be arranged for parents and entrants to visit the school. After enrolment pupils are placed by the Head Teacher according to their dates of birth.

### Transfer to another Primary School

If you move house and wish to transfer your child to another school:

- A transfer form should be completed
- Let us know the date when your child will be leaving
- Contact the receiving school

Your child's records will then be forwarded.



In the event of a parent wishing to transfer their child to another school, a PP6 form, which is available from the school, needs to be completed. On submission of the form to the child's present school a meeting will be arranged by the headteacher as soon as is practicable in order to discuss current curriculum implications and any other potential problems regarding the transfer. Attendance at such a meeting is strongly recommended. Following the submission of the form and the subsequent meeting the information will be forwarded to Education and Community Services at Woodbank where a decision will be made regarding the transfer.

## Transfer to Secondary

### Moving to Secondary School

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Maxwelltown High School. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/index.aspx?articleid=6293>. Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.

**We recognise the importance of building good relationships between primary and secondary so that your child's move from P7 to S1 is as smooth as possible.**

Normally pupils from Cargenbridge will transfer to Maxwelltown High School, but under the 'Parents' Charter' arrangements, you can request a place at any of the region's secondary schools.

Local secondaries are:

Maxwelltown High School

Lochside Road

Dumfries

DG2 0EL

Tel. No. (01387) 720458

Rector: Ms Maureen Smith

St. Joseph's College

Craigs Road

Dumfries

DG1 4UU

Tel. No. (01387) 252893

Rector: Mrs Bernadette Jones

Dumfries Academy

Academy Street

Dumfries

DG1 1DD

Tel. No. (01387) 274350

Rector: Mr. Kenneth Glendyne (Acting)

Dumfries High School

Marchmount

Dumfries

DG1 1PX

Tel. No. (10387) 263061

Rector: Mr Chris Barbour

Evening visits for prospective pupils and parents are arranged for each school on different evenings in November/December. Miss Smith HT at Maxwelltown High School visits the children at Cargenbridge at various times across the year to get to know the children and discuss what life is like at Secondary School. In June your child will spend three induction days in the secondary school to which they are transferring.

### Transition Activities with Maxwelltown High School

We work closely with Maxwelltown High School staff to provide a variety of exciting transitional activities for pupils from mainly Primary 5 upwards. Our children visit and undertake activities at Maxwelltown High as well as our secondary colleagues coming into our school and working with our teachers to organise learning activities within our school.

Increasingly strong curricular links with Maxwelltown High School are being developed as part of the CfE guidelines and Framework and these are to be welcomed. The staff at Cargenbridge are actively involved in promoting Primary/Secondary liaison. We are currently working with our secondary colleagues to develop a consistent approach towards learning and teaching as well as in our assertive discipline approaches.

**Support Available - Enhanced Transition from Primary to Secondary.** If your child requires it the ASL team can organise an enhanced transition from Primary to Secondary. Staff from both schools will work together to promote a positive transition for your child.

# Transferring Educational Data About a Pupil

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate. Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper form for many years. We are now working together to transfer data electronically through the ScotXed programme.

## **What pupil data will be collected and transferred?**

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusion from school. Pupils' names and addresses are collected by their school and Education Authority but they are not passed to SEED. Your postcode is the only part of your address which is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only. Providing national identity and ethnic background data is entirely voluntary. You can choose the – not disclosed – option if you do not want to provide this data. However we hope that the explanations contained in this message and on our website will help you to understand the importance of providing the data.

## **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED and the education authorities need accurate, up to date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up to date data allows SEED, education authorities and schools to: -

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for specific groups of children.
- Better understand some of the factors that influence pupil attainment and achievement.
- Target resources better.

# Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the national statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of the data. The Data Protection Act gives you the right to know how we will use the data. This message can only give a brief description of how we will use the data. Fuller details of the use of pupil data can be found on the ScotXed website.

SEED will not publish or release any information that allows any individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with bona – fide partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

## **Concerns**

If you have any concerns about the ScotXed

data collections you can e-mail the Data Controller, Peter Scrimgeour, at

**[Eddata.Controller@scotland.gsi.gov.uk](mailto:Eddata.Controller@scotland.gsi.gov.uk)** or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print. Please allow up to 10 days for requests to be processed.

**Want more information?** Further details about ScotXed data exchanges are available on the ScotXed website, **[www.sctxed.net](http://www.sctxed.net)**

The website also contains answers to commonly asked questions about ScotXed.

# The School Day

## P1 to P7

School starts	9.00am
Morning Interval	10.40am – 11.00am
Lunch	12.30pm – 1.10pm
School ends	3pm

Assembly takes place every Friday afternoon at 2.00pm. We also have visiting specialist as follows:

Music – Mon

PE – Thurs

Art – Fri.

## Nursery

Morning Session	9.20am - 11.50am
Afternoon Session	12.40pm – 3.10pm

Anyone wishing to visit the school or speak to the staff is advised where possible to make an appointment, so that appropriate arrangements can be made. Naturally, important or urgent concerns will be dealt with immediately by either the Head Teacher or the Class Teacher

Holiday dates can be found on the school website of the Dumfries and Galloway website.

## Organisation of Teaching Groups.

At the end of each school year parents will be advised of the classes and the class teachers for the following session. Since this is a rural school it is likely that during seven years at primary school your child will be placed in a composite class, i.e. P1/2 or P5/6 etc. where the same teacher teaches two or three age groups. These classes are capped at a maximum of 25, which is usually smaller than one-stage classes. Since all our teachers are experienced in dealing with children of all ages and abilities your child's education is in no way disadvantaged. When it is necessary to split a stage, e.g. P3 to form a P2/3 and a P3/4 it is important for all parents to understand that the P3 pupils in P2/3 **have not been 'kept back'** but will in fact follow the same programme of work as the P3 pupils in the P3/4 class. Allocation to composite classes is normally based on age not ability but on occasions after discussion with parents, particular social and educational reasons may be taken into consideration regarding the placement of a pupil. There is further guidance on our website which gives access to the Composite class leaflet produced by the local authority or ask for one at the school. Copies are kept in the leaflet holder in the entrance hall.

If you have any concerns about this please discuss the matter with the Head Teacher.

### Transition through each class

Your child will as they progress through the school have transitions from one class to another. In order to ensure continuity of learning, class teachers have pre transition meetings and hand over records and assessments undertaken to the next teacher.

At the start of a new year the class focus will be on building up a positive learning environment and creating positive relationships. This then sets the standard for the rest of the school year

# Pupil Involvement and Responsibility

## Pupil Council

The school has an active pupil council, which is representative of all the children from P1-7. They have regular meetings with the Head Teacher, where items of concern/suggestions can be made. Each class has frequent class meetings to provide information to each councillor. A constitution is in place as guidance to pupils and staff.

## Eco Group

The Eco Group is run differently from year to year. A particular group is created from staff, pupils and parents who meet on a regular basis. This group plans ways to ensure our school and pupils work towards looking after our environment. An environmental audit is undertaken to highlight areas for the Eco School Action Plan.

## House/Vice Captains and Junior Road Safety Officer

Are nominated, voted for and elected by all school pupils.

## IBike

We have a newly formed Bike Crew who will help to promote safe cycling and will encourage children to cycle.

## Promoting Healthy Eating

The Scottish Executive has issued a series of 24 recommendations to all local authorities across Scotland regarding the school meals service in both Primary and Secondary schools. The initiative is known as Hungry for Success. One of the key recommendations was the Introduction of Scottish Nutrients Standards into primary schools by Dec 2004 and secondary schools by Dec 2006. The aim is to increase the consumption of fruit, vegetables and fish while reducing the consumption of salt, sugar and saturated fat. Compliance with the recommendations contained in Hungry for Success will be monitored as part of the HMIE school inspections. For more information please visit: [www.scotland.gov.uk](http://www.scotland.gov.uk) and click through the following route: Topics/Education and training/School education/School meals/Hungry for Success.

As a health promoting school we recommend that children bring a healthy snack comprising of fruit or vegetables and stickers are awarded daily to those that do, accumulating in a prize when their snack chart is complete. Children are encouraged to drink water throughout the day to aid their learning.

**Milk** is available on a daily basis. This is ordered in advance a term at a time.

## Lunches

Children may choose to have a school meal, a health bar meal, a packed lunch or a home lunch. All P1 pupils will receive free school meals.

For the past 8 years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

This has been influenced by the introduction of both "Hungry for Success" and "The Schools (Health Promotion and Nutrition) (Scotland) Act 2007" which:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures local authorities promote the uptake and benefits of school meals and, in particular, free school meals

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

For more information call on 030 33 33 3000 and ask for DGFirst, Facilities Management (catering)

Meals and snacks for Cargenbridge are prepared in our own kitchen and eaten in our dining room. A menu is sent out in advance to allow parents to order for the days they wish their children to have a school lunch.

**What is provided?**

- (a) A standard meal: two hot/cold courses served together on a sectioned tray – water for drinking.
- (b) Health Bar – children may choose 4 items from the following
  - Filled roll or jacket potato
  - Various healthy biscuits
  - Fruit or jelly or yoghurt
  - Fruit juice, milk or flavoured water.

**Payment**

Valuable time is saved if:

- (1) children pay for their week's meals and milk on the first day of the school week and
- (2) whenever possible, each family member brings his/her own money independently.

**Free school meals** are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or <http://www.dumgal.gov.uk/index.aspx?articleid=2233>

## Special Diets

If for any reason a child requires a special diet, parents should contact:

The Client Officer  
Direct Services Organisation  
30 Edinburgh Road  
Dumfries  
Tel no (01387 260432)

## Packed Lunches

For safety reasons children should not bring glass containers in their lunch boxes. We also recommend the use of ice packs to keep packed lunches cool. Fizzy drinks and highly coloured sweets are not conducive to learning and should be discouraged. Water, fresh juice or diluted juice are best.

Any child who stays at school for lunch **is not allowed** to leave the school premises during lunch break unless a written request is received and sanctioned by the Head Teacher.

Pupils sit in house tables to eat their dinner apart from a Friday when we have "Free Sit Friday". Children are allowed to sit with their friends at whichever table they want.

# EDUCATING YOUR CHILD

## The Education Service in Dumfries and Galloway

The Education service in Dumfries and Galloway is committed to the values, principles and aspirations set out in the Standards in Scotland Act 2000. The Authority's aims are to provide effective teaching and learning leading to the highest possible attainment for all.

This will be achieved through working in partnership with:

- Young People
- Their Parents
- Our Communities
- Our Staff
- Other Agencies

## Priorities in Dumfries and Galloway

Is to raise levels of

- Achievement
- Attainment
- Participation

In all our children and young people

To encourage

- Innovation and creativity
- Collaboration
- A culture of sharing and learning

In all our staff

### School Improvement Planning

In May/June each year, the school publishes a Standards & Quality Report which is comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request.. If required parents can find the most recent HMIE (Education Scotland) Inspection Report at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

## Our Educational Aims

The first educational influence on a child's development is his or her family so at Cargenbridge we aim to work together with parents and guardians: -

- To provide our children with appropriate learning opportunities and effective teaching in a stimulating, caring, supportive and safe environment.
- To provide equal opportunities for all children to develop their emotional, social, physical and intellectual skills and knowledge
- To provide opportunities for children to develop their talents in an atmosphere of mutual respect
- To develop the children's independence by encouraging them to take an increasing responsibility for their own learning and behaviour
- To encourage our children to always give of their best and to respond positively to a challenge
- To promote the development of respect for self, others and our environment
- To develop the knowledge, skills and attitudes which children require for the world beyond school

# The Curriculum

Since it is widely accepted that: -

"I hear and I forget  
I see and I remember  
I do and I understand"

The pupils at Cargenbridge are encouraged to learn by activity and investigation

Individual talents in all areas of the curriculum as well as extra-curricular talents are positively encouraged. Computers are used as an aid to learning in **all** classes and technology will pervade all areas of the curriculum.

During their seven years here, the children will be taken on visits related to their class-work, e.g. to local industries, the seashore, a castle, a farm, a museum, places of interest in Dumfries and further a field to e.g. Glasgow, Edinburgh and Carlisle.

Whenever possible we invite people with a special talent/knowledge to come into the classroom to talk to the children and to answer their questions. This makes the curriculum more meaningful, and gives our pupils first-hand experience, thus helping them to become more confident and caring young people.

## Curriculum for Excellence Bringing learning to life and life to learning

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.. Children have the opportunity to develop skills for learning, life and work in and out of the classroom and in different contexts. Children are given the opportunity to develop their Higher Order Thinking Skills.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy and from 2012/13, new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

The curriculum is designed on the basis of the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice ( Children are given a range of opportunities to choose areas for learning, ways to learn and ways to display their work)
- Coherence
- Relevance.

The principles must be taken into account for all children and young people. They apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners. The principles will assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement. They apply to the curriculum at national, education authority, school and individual levels and must be taken into account for all children and young people. Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

## How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

### Staff are kept up-to-date with educational changes by:-

- a. meeting together to discuss new initiatives and resources
- b. attending in-services courses
- c. help and advice from other schools and regional development officers

## Planning

At Cargenbridge we believe that children should have ownership of their learning. We do this by first finding out what they know about a subject then ask all the pupils what they would like to find out. From this the teacher plans experiences (lessons) based around finding the answer. All the different steps may be recorded in "big book". The children file evidence of their experiences in their own individual Learning Folder. The subject being studied is called the context. All other curriculum areas are linked to this context where possible. Some areas are taught on their own.



## Resources

Our school is well resourced with a variety of books, materials and equipment and there are computers in every classroom. Each class base has a promethean board.

## Curricular Areas

The school offers a broad, balanced and varied curriculum encompassing these eight areas: -

- Language/Literacy (French & English) (Listening, Talking, Reading, Writing)
- Mathematics/Numeracy (Number Money Measure.; Shape, Position, Movement, Information Handling, Problem Solving)
- Health and well being ( including PE)
- Science
- Social Studies
- Religious and Moral Education
- Expressive Arts (Music, Art, Drama and Dance)
- Technologies
- French (P6 and 7)

Numeracy, literacy and health and well being are the foundation stones.

### Language/Literacy

We aim to equip our pupils with skills and knowledge to be able to read, write, listen and talk confidently in order to access all other curricular areas and develop skills for life, learning and work. Our pupils are encouraged to use books as sources of information and pleasure. Children of all ages enjoy being read to and a regular feature in our classes is the ongoing class novel or storybook read by the teacher.

Each classroom has its own library of books, which is augmented each term by books from the environmental studies topic boxes. Each class is timetabled to visit our school library once a week under the supervision of staff or parent helper. Our reference library is available to children as required. Every two months we run a book club and we hold a book fair in April.

Pupils in P6 and P7 study French. Topics tend to include introductions, weather, number up to 100, time, classroom objects etc.

### Mathematics/Numeracy

We aim to equip our pupils with the mathematical knowledge, skills and understanding to meet the needs of every day life. We believe that children require competence in basic skills to enable them to process information quickly and efficiently. To this end we regularly reinforce knowledge and understanding of the four number operations, +, -, x, and divide. Children are expected to learn multiplication tables and competence and speed in mental calculations and We believe these activities will furnish children with the tools to confidently attack investigations and problem solving. Our mathematical curriculum encompasses number, shape, measurement, information handling and problem solving.

Children experience a variety of working situations and many tasks set are open ended to encourage children to think independently and to appreciate the flexibility and fun of maths. Cross-curricular links and practical activities are encouraged, as they are an excellent way of reinforcing skills and promoting real understanding.

### Social Subjects & Science

As part of this programme it is very likely that the children will be out of school at times on educational visits. We may also invite specialists in to school to talk to the children. Outdoor Learning opportunities can bring learning to life for the children.

At the beginning of each new term parents will receive a class overview of the work being studied for that term. We appreciate any input children and parents can make to topic work. If you have some interesting artefacts, photographs, tapes, etc do send them in – they will be received with enthusiasm.

At times the school will take part in whole school contexts, where all classes learn the same context. During this context the children may work in mixed age groups. This is very successful.

## **Health and Well Being**

We aim to provide children with the experiences and information to make informed choices in their lives. The curriculum explores mental, emotional, social and physical wellbeing, physical education, food and health and relationships, sexual health and parenthood.

We aim to provide all our children with equal opportunities to keep fit and we value individual and team efforts to do so. Children experience gymnastics, dance, athletics and a variety of team games by where the rules state teams must be made up of both boys and girls.

Parents are notified prior to children being introduced to sensitive aspects of Health and Well Being such as, relationships, sexual health and parenthood. Parents can have access to resources used by the teachers prior to the input.

## **Expressive Arts**

Expressive Arts crosses all curricular areas but in order to ensure continuity in the development of skills and knowledge the authority employs specialist teachers for art, music and dance. In line with Curriculum for Excellence we aim to provide a wide range of experience in these areas and we encourage children to develop their own creative talents.

In the field of art we ensure the children are introduced to a wide variety of techniques and range of media. We value everyone's attempt to express themselves and we take great delight in displaying our children's efforts around the school.

We are well resourced for musical instruments so that all children can enjoy the opportunity of playing something during a lesson. We hold class and special end of term assemblies where the children delight in entertaining their families through music, song, poetry and drama.

## **Outdoor Education**

As well as indoor physical education in the gym hall pupils have the use of MUGA and the rest of the extensive school grounds.

Opportunities will also be available for senior pupils to participate in orienteering, hill walking, mountain biking and/or water sports with the region's Outdoor Education department. This may take the form of several individual days or a short residential stay at an outdoor centre. P6/7 attend a Regional Accredited Outdoor Centre for a two night stay tackling a wide range of outdoor activities. Before taking part in any activity outwith the school, pupils will be issued with a permission/emergency letter which must be completed and returned to the school before any pupil is allowed to leave the school premises. Pupils from P4-7 also have swimming lessons and cycling proficiency training. In addition opportunities to sample other sports such as table tennis and curling are taken up.

Pupils may experience cycling skills under the direction of our Active School Coordinator. We work closely with our Active Schools Coordinator to provide a variety of sporting activities.

Dumfries burgh boasts a number of sports clubs should pupils wish to develop a particular skill in their leisure time.

Staff provide the pupils with opportunities to learn outdoors and this helps pupils of all ages to explore, enjoy and understand the outdoors, while learning from the experience. Children learn about different areas of the curriculum while being outdoors e.g writing, numeracy, art and design. Outdoor Learning can provide a dramatic contrast to the indoor classroom. It gives the pupils direct outdoor experience in a motivating way. In the Outdoor Learning experience the pupils will learn through what they do, through what they encounter and through what they discover. They will learn about the outdoors, themselves and each other, while also learning outdoor skills. It will give them the opportunity to take part in active learning, which will readily develop the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning. Outdoor Learning will help to bring many school subjects alive.

## Religious and Moral Education

Although our school is non-denominational it is quietly Christian in ethic and the main Christian festivals are observed and celebrated. We also raise pupil awareness of the main festivals associated with other world religions.

We try to influence our pupils to be honest, caring, questioning and tolerant so that they will eventually become valuable members of society.

We have a strong partnership with Troqueer Church (Church of Scotland) and our school chaplain Mr Kelly, who attends regular school assemblies and visits classes on a rota basis.

We offer Religious and Moral Education as a curricular area in its own right but it is very likely that aspects of the programme will occur from time to time in other areas of the curriculum.

**Our religious and moral education programme aims to help our pupils to: -**

- a. develop a knowledge and understanding of Christianity and other world religions
- b. recognise religion as an important expression of human experience
- c. investigate and understand the questions and answers that religion can offer about nature and the meaning of life
- d. appreciate moral values such as honesty, liberty, fairness and concern for others

As part of our programme we have a weekly assembly for the whole school. This may have a religious/moral theme or it may be a time for sharing knowledge, feelings and experiences. Rev Kelly our school chaplain attends assemblies on a regular basis. Before the assembly he spends time in individual classes.

If you do not wish your child to participate in aspects of either religious education or religious observance please let me know so that appropriate alternative arrangements can be made.

## Partnership working with Local Community

Pupils and staff have a good working relationship with the Troqueer and Landward Community Council. Annually the children and staff work with Dupont Teijin Films taking part in World Quality Day challenges. Community-based activities help to build the confidence and motivation of young people and allow them to develop skills for learning, life and work, preparing them for future roles in society. We are in the initial stages of developing our very own "forest classroom" in Mabie Forest right on our doorstep, in partnership with the Forestry Commission. The staff and pupils are keen to work with different groups as it takes "A whole Community to Educate a Child"

## Additional Support for Learning

Dumfries and Galloway Council is committed to the well-being and educational development of all learners.

The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes(with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning ) ( Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education Services' The Framework for Support 2006. This Framework is currently under review.

Schools should add at this point their own specific local provision such as a learning base/centre, sensory room, hydrotherapy pool, behaviour base, outdoor areas etc. They should also identify the range of support staff available within the school and the name and contact details of the person with overall responsibility for ASL delivery within the school.

What is Additional Support for Learning (ASL)?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability

- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers ( Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language therapist, Occupational Therapist, Physiotherapist etc. ) . As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate , your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

Schools should add any local arrangements here – common pattern of reviews, use of key person and how to contact them, home/school diary or any other communication methods

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/index.aspx?articleid=10757> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance;or>
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct ) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .

Cargenbridge has developed its own policy for learning support within the framework of council policy and a copy can be made available for reference on request. It is the philosophy of this school to treat each pupil as having individual learning needs and to ensure that by a collaborative approach involving class teachers,. Additional Support for Learning Support Staff, and other specialists such as speech therapists and parents, work together to ensure every child's maximum potential is realised. As well as having a bank of resources aimed at helping children to overcome their difficulties we have the services of a learning support teacher for a period of time each week.

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes a larger group of children who may need extra help with their education for a wider variety of reasons. These reasons include issues arising from e.g. social and emotional difficulties, bullying, a physical disability, having English as an additional language, a sensory impairment or communication difficulty.

Support therefore may need to come from health professionals and/or social work as well as from within education. Your child's needs may last for a short time or they may be complex and need additional support for

a number of years. For some children it may be appropriate to have a Co-ordinated Support Plan which sets out annual targets that require input from other agencies, e.g. speech and language therapist.

The level of support needed will vary from child to child and allocation of support is organised equitably across all schools in the Authority in consultation and agreement with the schools themselves."

## **Your child's well-being at school**

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- From April 2013 your child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk).

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request.

The Education Service is as accountable as any other agency for the protection of children. Every child has a right to be protected from harm and to feel safe and secure in an educational environment. Children cannot learn if they are concerned or frightened about being abused or being the victims of violence, therefore all schools should have procedures in place for child welfare and for protecting children from abuse.

At Cargenbridge the Head Teacher has been designated as responsible for child protection issues.

The head teacher has been provided with the knowledge and skills required in recognising and acting upon child welfare concerns. In all cases where abuse is suspected or a sustainable allegation is made, teachers and other members of staff report the information to the Head Teacher.

The head teacher should be the first point of contact and should refer concerns to the local Social Services Department and the police, according to the procedures in the

# Child Protection Policy for schools, preschool and child care services

All staff in the school have received training in child protection awareness and they are all clear at the protocol which is to be observed.

A copy of the school child protection policy is available for anyone to read.

If you wish to discuss this policy further please don't hesitate to contact the head teacher

Designated member of staff                      Mrs Elaine Watson , Head Teacher

Deputy member of staff                      Mrs Mary McNay, Class Teacher

All staff at our school will have undergone rigorous security screening and any volunteers working on their own with children will have undergone Disclosure Scotland checks. We ask parents to keep us informed of any changes to their family arrangements particularly when this affects the collecting of their child from school. A security fence surrounds the school and we have a buzzer entry system and a signing in process at the front door. We have a Health and Safety Policy, A Child Protection Policy, a Physical Care Policy, an Educational Visits Policy and a Risk Assessment Policy. Any of these policies can be viewed at the school office. At the beginning of each year we shall ask you what you want us to do regarding the physical care of your child. When a child enters Primary 1 we shall seek permission to take photographs of your child.

We keep both manual and computer records about your child. The information includes details about your child's name, date of birth, names of parents/guardians, emergency contacts, relevant medical information, samples of their work, notes of their assessment levels, records of meetings with yourselves and other agencies and copies of reports sent to yourself and other agencies. If you wish to view your child's file please speak to the Head Teacher.

## The Psychological Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

## Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Head Teacher can ask for this support on a parent's/carer's behalf.

## Pupil Assessment and Reporting to Parents

Assessment is an ongoing feature of the teaching and learning process. Teachers assess in a wide variety of ways to ensure all pupils are appropriately supported, challenged and are progressing. The school reports 3 times per year on the progress of the pupils. 2 of these are written reports (Nov and May) and there are also times where appointments /visits can be made to the school (September/February and May). Reports include a section where teacher and pupils discuss their learning in order to agree on 2 stars and a wish. We offer both formal appointment systems and more informal open nights. The children also keep a Learning Folder which contains evidence of their learning but also acknowledges the wider aspect of achievement whether within or out with school. These Learning folders are sent home in Nov, March and May. The children take some responsibility for choosing pieces of work to go into the learning folders. Parents are also invited to Class Assemblies and the 'Half past Two' Parent Events. These all give parents an opportunity to find out about their child's progress in learning.

Curriculum for Excellence provides us with learning Outcomes which we can assess in a variety of ways. These outcomes are organised into 5 levels

**Early** – pre school years, P1 and later for some

**First** – to the end of P4 earlier or later for some

**Second** – to the end of P7, earlier or later for some

**Third and Fourth** – S1 to S3 but earlier for some

**Senior Phase** – S4 to S6 and college or other means of study.

At Cargenbridge we encourage 3 types of assessment –

**Self** – when the child, using specific criteria, ascertains whether they have been successful

**Peer** - when the child, using specific criteria, ascertains whether another child has been successful

**Teacher** - when the teacher using specific criteria, ascertains whether the child been successful

Assessment strategies fall into 4 categories – make, say, write and do. These will be used throughout their learning. We also report to parents if the child is developing, consolidating or secure at these levels. More information on this can be found on the school website.

From time to time parents will be invited into school to find out about new curriculum developments or about national educational initiatives. However we have an open door policy at Cargenbridge and parents are made welcome at any time. Please do not hesitate to contact us if there is any matter you wish to discuss.

## Raising Attainment/ Tracking Pupil's Progress

All schools are being encouraged to raise attainment levels in Maths, Reading and Writing. At Cargenbridge we do this by:

- Regular consultation between the class teacher and the head teacher.
- Discussion at these meetings about the progress of individual children.
- Comparison of baseline assessments with current pupil progress.
- Setting targets for children
- Valuing all pupil achievements however small and in whatever field.
- Exploring a variety of teaching methods to appeal to different learning styles – particularly in relation to boys' learning.

## **CAB Assessments (INCAS)**

It is important that you know how your child is getting on at school. Your child's teacher will use a range of ways to assess your child and to tell you how they are progressing. As part of this we will be using CAB Assessments in all primary schools in Dumfries and Galloway.

CAB Assessments are

- **Computerised**
- **Adaptive**
- **Benchmarked**

### **What does CAB assessment involve?**

As the name suggests, children complete these exercises at the computer. Children wear headphones so they can listen carefully to instructions and follow the on-screen prompts.

The exercises last no longer than 30 mins each and are carried out during normal class time to fit in around your child's day-to-day learning. These exercises take a different approach to assessment as they are adaptive – they treat every child as an individual by choosing the difficulty of each question.

### **What does the CAB assessment tell us?**

CAB Assessments provide information about your child's strengths and what they need to do next. This adds to the other information gathered by your child's class teacher in different ways throughout the year to build a picture of how well your child is doing.

## **Pupil Profiles**

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

There is a Guidance note for parents on profiling which is available from your school.



# HOME AND SCHOOL

## School Wear

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (eg football colours).
- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings.
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on <http://www.dumgal.gov.uk/index.aspx?articleid=2235>

While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Head Teacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a Head Teacher could justify the use of the school disciplinary procedures.

We have a very smart basic uniform, which consists of:

- Black/grey skirt/pinafore/trousers
- Yellow/white polo shirt
- School sweatshirt black/gold
- White shirt/blouse
- School tie
- Yellow gingham dress (summer)

Wearing a school uniform can encourage a sense of belonging and pride in our school and eliminates the competition which often arises with 'fashion clothes'.

For everyday wear most of our children opt to wear a polo shirt and sweatshirt. This is comfortable for both classroom and outdoor activities. However for 'formal occasions e.g. end of term assemblies we ask that the children wear white shirts and ties. In the better weather children may wear shorts (dark coloured, no motifs please). Many of the girls choose to wear yellow gingham dresses, which can be purchased, from local stores. We hold a small stock of ties, polo shirts and sweatshirts in school (which parents can purchase as required from the school office) and at least twice a year parents can place an order for items.

**Please see Appendix for cost of uniform.**

On entering school children are asked to change their shoes. This keeps the interior of the school cleaner and reduces wear and tear. A pair of black plimsolls is recommended as these can then double up as indoor PE shoes.

For physical education every child should wear shorts, T-shirt and gym shoes, preferably of the non-lacing type. **(Please note that football strips are not acceptable because they inevitably cause arguments between children.)** PE kit should be kept in a bag in school.

The children in P4-P7 play in the MUGA ( Multi Use Games Area ) at intervals and all classes , weather permitting use the MUGA during PE sessions. An outdoor PE kit is required for these sessions. This should contain

- Long trackie trousers
- T Shirt/Zippy
- Outdoor Trainers – not football studded boots.

A drawstring bag is provided for this purpose when children enter nursery. Please remember that if your child has outgrown his/her school shoes then it is more than likely he/she will require new gym shoes also.

In the interests of safety, the children are asked to remove watches, necklaces, bangles and earrings before a PE lesson.

Newly pierced ears should be taped.

A long sleeved overall or an old shirt should be provided for artwork.

You are strongly advised to put your child's name on **all articles of clothing and shoes**.

'Lost Property' is kept inside the pupil entrance and unclaimed items are cleared at the end of each term.

## Attendance

It is your responsibility as parents to ensure that your child/children attends school regularly. It is protocol for you to telephone the school office prior to/at the beginning of the absence.

(See Appendix 1)

Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Officer. We are required to inform the Scottish Executive (SEED) of the number of school absences and the reasons for them. SEED then produce tables and statistics showing national attendance rates throughout Scotland. If possible please try to make dental/medical appointments out with school hours whenever possible. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

## Unexplained Absences / Lateness

In light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. In order that our procedures work efficiently and effectively we require your cooperation in the following matters:

Parents are asked to ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence **without fail**, and that further calls, before 9am, are made on every subsequent day of the absence. Failure to do this will result in parents receiving a group text asking why your child is not in school.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, **in writing**, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation by sending a text to the child's main contact by text.

Due to the amount of extra work involved and necessity of having the correct information I would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

## Authorised/Unauthorised Absence

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Head Teacher is not in a position to refuse permission to parents for such holidays but it is not the view of the Education Department that these holidays should be officially recognised as "authorised". The Department recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is

not possible - not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed.

This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'.

Parents should continue to inform the school, in writing, of any such holiday plans.

Requests

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

## Punctuality

To avoid disrupting teaching time please try to make sure that your child arrives at school on time. Children who are late should report to the school office to give an explanation of why they are late.

## Home Studies:

- To reinforce/revise class work
- To encourage children to take responsibility for their own learning
- To promote home – school links

The length of time home studies will take to complete may vary depending on the stage of pupils and type of task set. As pupils move up through the school they will be set home studies in advance i.e. to be handed in several days later. This is to allow children and parents to work around other family and social commitments. It also encourages children to plan ahead.

Parental support is very important and we ask that you agree to supervise the tasks set and ensure your child is given a quiet corner in which to work. You will also have the opportunity to comment on how your child tackled the work. Please inform the school if your child is having undue difficulty or is spending more than a reasonable amount of time on the work set.

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school
- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- **Help prepare for change** particularly at key transitions – talk about the change together.
- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

All children in P3 – P7 are given a home studies diary which lists what tasks are to be done and when it is to be submitted.

**It is worth noting that you as a parent can provide many opportunities to encourage your child to learn, e.g.**

- Family outings
- Visits to places of interest
- Playing family games
- Clubs and sports
- Making time to listen, read and talk to your child

## **Parent/Carer Participation (See Website)**

We need everyone to participate in the learning experiences that we provide for every child within our learning community.

You can do this as a parent/carers by

- Discussing with your child their experiences at school
- Speaking to the staff at the school about your child
- By completing any forms/progress slips and returning them on time
- Coming into school for open nights/parent's evenings
- Filling in any questionnaires/evaluations which are sent out
- Helping with events such as trips/fund raising activities etc
- Participating in our Cargenbridge Parents' Association
- Putting a suggestion in the Suggestion Box
- Taking part in focus groups which develop through out the year
- Being a parent/friend helper. Each year we ask for parents who would like to help out in the class. If necessary, a Protecting Vulnerable Groups check will take place. Parents cannot work with children by themselves if they have not had this PVG check. All parent helpers will meet with the Head Teacher to discuss their remit and discuss the parent helper contract.
- Ensuring you read the school weekly newsletter in order to keep up to date with school activities and events

Staff can participate by

- Being a positive contributor to the ethos of the school
- Having regular discussions with other staff
- Providing ideas and evaluations at staff meetings
- Having involvement in development days
- Listening to feedback from pupils and parents
- Having ownership of professional discussions on individuals, class and school issues
- Completing questionnaires when required

Pupils can participate by

- Providing a pupil voice at class discussions/circle time
- Taking a role on one of the pupil committees
- Being involved in the planning of experiences
- Adding suggestions to the pupil suggestion box
- Talking to adults about their needs and experiences
- Promoting parent/guardian participation.

Staff are available to speak to parents/carers on an informal basis daily. Appointments can be made for more formal discussion with teachers or the head teacher. The school phone number is 01387 269046 and the school email is [coffice565@ea.dumgal.sch.uk](mailto:coffice565@ea.dumgal.sch.uk)

Parents may wish to familiarise themselves with the authority's Parental Involvement Strategy. (This is currently being reviewed) Once it has been reviewed this can be found on the school website.

## **Behaviour and Discipline (for our Positive Behaviour Policy see school website)**

All children have a right to feel happy and secure in our school. We aim to promote a caring and co-operative atmosphere in the school and playground. Our staff are fair and polite to children and we provide a quiet, calm environment in which children can work and play. Our children are supervised throughout the day and there is always an adult available should children want to discuss any concerns or worries.

To encourage a smooth transfer from nursery to P1 we run a buddy system where a P1 child is paired with a P7 mentor. The P1 child is introduced to his/her buddy while still in nursery and the buddy then looks after the younger child in their first few weeks of primary 1. We produce a booklet for each nursery child showing pictures of their buddy and key personnel which can be shared with their family over summer holiday.

It is our aim to co-operate with parents in helping our pupils to exercise self-discipline, to be tolerant and caring and to work happily with others. Therefore parents and pupils are encouraged to bring concerns to the attention of staff and likewise staff will seek support from parents and pupils.

From an early age our children are encouraged to respect other people, their belongings and the environment in which they live and work. The majority of our pupils behave well and recognise that our school rules are necessary **(a)** for their well being and **(b)** for the efficient running of the school. Every child follows the school code of conduct.

We treat any form of bullying seriously and follow the Respect for Bullying Guidelines 2012. If you wish to find out more about this then please ask at the school.

In order to endorse good behaviour and promote team-work we operate a house system. Each child belongs to a house: Abbey, Cluden or Solway and can win or lose points for their house by working hard, displaying good manners, empathising with and helping their peers. Points are totalled at the end of the week and the winning 'House' is presented with the trophy on which their colours are displayed.

## Golden Time

Golden Time has been included in each class as part of our school positive behaviour policy. With "Golden Time", children are rewarded for behaving well. Often in school it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern and this can cause resentment amongst both children and staff in school. 'Golden Time' ensures that the majority of children who behave well are rewarded. Each child in the school at the beginning of the week has 30 minutes golden time.. Children who do not follow their class golden rules may lose golden time. During Golden Time if a child has lost time they sit out of the activity session for the amount of time lost.

## Recognising and Celebrating Achievement

Children's achievements are celebrated in a variety of other ways. Achievements are highlighted on our WOW display board in the school entrance and are featured in the weekly newsletter. Children who have worked particularly hard are invited to attend our Posh Tea Party once a term as recognition for their hard work and as part of our Big Writing Programme. We feel it is very important to recognise and celebrate achievement in and out of school. We do so at our assembly and children can write about any achievements from out of school on a leaf from our tree of achievement. Student of the week, well Dones, Star Writers and our house cup are presented at our weekly assembly. Children are also encouraged to record these achievements in their learning folder. Parents are invited to our assemblies and half past two events to recognise and celebrate their child's learning. Pupils decide what area of the curriculum and work they would like to share with their parents.

## The House Activity Afternoon

This takes place in June and is very successful. The aim of the afternoon is not to promote competitiveness, as this is achieved through numerous other avenues which I have listed further on, but to:

- be fun
- be inclusive to all pupils, pre school to P7
- promote team work
- provide an opportunity for children to work across the ages
- be encouraging
- integrate our pre school children into a whole school event with their buddy support.

We have been trying not to use the title 'Sports' as this conjures up an event which we perhaps took part in as children with the primary aim of competition and not the aims listed above. At Cargenbridge we aim to prepare children to become life long learners, an aspect of this is building individual resilience (preparing children to cope with challenge and failure).We do this by providing pupils with many avenues which they can choose to pursue their interest/skill.

The following are just some of the examples of these activities.

- P6/7 Sports Cup – 5 events in which children can compete for Girl's Sports Champion and Boy's Sports Champion
- Extra curricular clubs – Football and Netball where teams play against other schools as well as gaining places in the school teams.
- Active Schools – Inter school sports where we were cluster champions last year
- Other sports – curling, rugby, golf, outdoor education visits.
- Various Competitions –Problem solving/ Challenges/Assemblies.
- Individual PE lessons – children take part in races to extend and practice skills.
- House Quiz/Weekly House Cup/Yearly House Cup – children compete to get points in general knowledge, good behaviour, being helpful etc.

I believe we try to achieve a balance with the opportunities that are provided.

They allow our children to fulfil their potential whatever their strengths or interests while also providing activities which build resilience.

This system has proved very successful in promoting positive behaviour but we know from experience that behavioural difficulties will still crop up from time to time. We recognise the importance of full co-operation between parent and school especially where cause for concern arises. An early referral is made to parents and we would expect their full co-operation in ensuring that the pupils conform to the high standards set by the school.

## Parental Concerns

Should a parent have any concern regarding their child's welfare or education they should, in the first instance, contact the school and arrangements will be made to discuss the matter. It is hoped that any matter can be resolved at school level by parent and Head Teacher. However, should it be felt necessary the parent can contact the Pupil/Parent Support Manager, Education Services at Woodbank for further consideration.

## Complaints Policy

Our Complaints Policy can be found on our school website.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council.

Information on this can be found at <http://www.dumgal.gov.uk/index.aspx?articleid=9246>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 10 working days. Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Head Teachers as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

## Pupil/Parent Support

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

(01387) 260437

(01387) 260498

(01387) 260433

(01387) 260493

## Parent Forum

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning, that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The type of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

In 2006 the Scottish Schools (Parental Involvement) Act was established.

The act has clear purposes. It aims to help all parents be

- involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on the school education generally and work in partnership with the school

The act also included reformation of parental groups within the school.

**Communication** with all parents is vital and we do so in a variety of ways:

- Our weekly newsletter which can be accessed via email, our school website or by receiving a hard copy. We send home a mail drop on a Friday. Please ensure you check your child's bag for this, don't rely on your child always giving it to you!!
- Our school notice board displays information about our school
- We use text messaging as a simple and quick way to communicate messages to parents
- Letters
- Opportunities to meet individually or together at various parent events
- Please ensure you access our website on a regular basis.
- Parent "drop ins" are held on a regular basis. Parents can come in and chat to the Head Teacher over a cup of tea

Every parent with a child at the school is a member of the

#### **Parental Forum**

From this Cargenbridge have a group of parents called

#### **Cargenbridge Parent's Association**

For a copy of the constitution and for current members please ask at the school. This group of parents work along with the staff to ensure that all parents are involved in their child's education and that parents views are collected and collated as part of the self evaluation process.

The Association can also raise money and in the past parents and staff have worked very hard fund-raising and organising social events for both pupils and parents.

#### **What kind of events?**

1. Coffee Evening
2. Summer Fete/Christmas fete
3. Bingo
4. Beetle Drive
5. Family Quiz
6. Pupil discos

#### **What is the money spent on?**

1. Extra equipment for school, eg computers, portable television, library books, TV trolley, software
2. Curriculum Resources
3. Donations towards the cost of school trips and parties, and many more.

#### **What can I do?**

1. Support all functions
2. Give help whenever possible
3. Suggest new ideas
4. Offer to serve on our committee
5. Come along to our Annual General Meeting  
(Date will be sent to you in a newsletter)

Since **every** child in the school benefits from this work please give it the support it deserves.

### Helpful Information

Further information on how you can help your child at school can be found on PARENTZONE at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) and in the Parents magazine called FIRSTLINK which is issued to you through the school every quarter.

## Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Council website <http://www.dumgal.gov.uk/index.aspx?articleid=7432>. The following is a list of the policies which may be most relevant to you and your child/ren although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy ( 2012)
- Digital Images Policy (2012 )– Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Enrolling in Schools – Placement Policy( 2012)
- Exclusion from Schools – Policy and Procedures (2010)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006) – *this is under review*
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Nursery and Schools Policy on Health Care Procedures (2012)
- Respect for All – Anti-Bullying Procedures (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies ( 2007)
- Volunteer Policy and Procedures for Schools (2012)

Further information on all aspects of education is available on [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) .



# HEALTH AND SAFETY

## Images of Pupils

For many years we have kept a photographic record of events at Cargenbridge School and now this provides a faithful historic record recalling memories for former pupils, parents and staff when they visit us. From time to time we also feature in the local press and we have also appeared on local television.. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child.

### Use of the Internet

As part of the grid for learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

### First Aid

We have two registered first aiders in school but several members of staff have actually undertaken first aid training. If your child receives first aid we shall always let you know by letter but if the incident is serious we shall telephone you.

### Medical Care

In the course of your child's primary school career, considerations of health and welfare are always in evidence. Regular contact is maintained with the school nurse and the school doctor, who will, with the consent of parents, review regularly, any children with health problems that might affect schoolwork. Any difficulties found as a result of examinations will be reported to you so that you can take appropriate action.

The school nurse visits the school regularly as part of our Health Promotion Work. She also has input to our Health Education Programme if necessary.

Medical examinations take place throughout your child's primary school life in particular at P1 and P7.

Please tell us about any allergies or condition, which might cause problems for your child whilst in school. If we possess such information we will be able to act promptly and correctly in the instance of need.

## Medication

If it is necessary for your child to take medicine during school hours, such medication will be kept in a locked cupboard in the school office. However, you must notify us in writing, giving clear instructions regarding the dosage. There is a template to fill in and this is available on the school website – see front cover. Similarly, we should be informed if your child has to keep an inhaler in school. A member of staff will supervise the taking of medication by a child in school. On educational outings this will be undertaken by the class teacher. In both instances it will only be done at the request of parents and on the understanding that staff are not medically trained – merely acting 'in loco parentis'.

Children who have been absent from school because of vomiting or diarrhoea should remain at home until 48hrs has past from their last bout of vomiting/ diarrhoea. Cargenbridge is a "nut free school".

## Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within The Nursery and School Policy on Health Care Procedures Sept 2012 which is available from the school or on the Council website. The school nurse supports the staff and pupils in a range of health and well being activities on request and as appropriate. The school nurse also undertakes statutory medicals in particular at P1 and P7.

## Head Lice

Time to time your child may contract head lice. We have information on how to prevent this and how to treat an infestation. Please contact the Head teacher or School Nurse for more information. The most important thing to remember is that **you should not use any chemical treatment unless you actually find a live louse on your child's hair.**

# Emergency Procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact.

Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified.

We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact. We will request such information at the beginning of each new school year.

## Emergency Closure

If the school has to close down in an emergency, e.g. the water supply fails, electricity is cut off, the heating system breaks down or there is a severe snowstorm, obviously it is not possible to notify you in advance.

Head Teachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. In these circumstances parents will be communicated with, in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

- An Emergency Closure Protocol is now in place where West Sound Radio is notified of any school closures. Please 'tune in' if in doubt or look at the council web site as this also carries notification of any school closures.

- In the event of heavy overnight snow, listen to the local weather reports and if in doubt about deterioration in the weather conditions do **not** send your child to school. This is most important for children who come by taxi or mini-bus

- If your child sets off, tell your child **not** to wait for lengthy periods at road ends should the taxi not turn up, but to return home immediately

The school telephone lines **must** be kept open to allow us to make outgoing calls, to contact taxi firms and to the homes of children who live a distance away.

Please keep listening to the radio or log onto [www.dumgal.gov.uk](http://www.dumgal.gov.uk) for information about closure/re-opening date.

Having to close the school is a decision not taken lightly. The health and safety of everyone who has to travel to or work in the school is paramount.

Your continued support and patience is much appreciated should the protocol have to be carried out.

## Supervision during Intervals

During the morning interval and at lunchtime, the Janitor and one other member of staff supervise the pupils in the playground. If it is wet, the children stay in their classrooms and the older pupils help to supervise P1-6 while the Janitor patrols all the classes. Since there is no supervision in the morning, and the staff's preparation time is from 8.30-9.00a.m, you are respectfully requested not to send your child to school before 8.45a.m., especially on wet mornings. We monitor the weather very carefully so it is important always to send you child to school with a waterproof with a hood. It is good to let the children have fresh air but if it becomes very wet and windy they will be supervised within the classrooms. First thing on a wet morning children are allowed access to the school and meet in the school hall. This allows staff to carry out their preparation time in the class bases.

## Road Safety

The safety of the pupils is of utmost importance to us. We monitor the children leaving the school premises at night, especially when crossing the road. We do however remind parents who are drivers of their responsibility when driving/parking at or near the school.

The children are shown a video and given a talk annually by the school liaison officer, on how to keep safe on the roads. Please remind your child about the Green Cross Code.

## Parent Parking

**Car parking spaces** are clearly marked with white lines at either side – these are the only places that cars should be parked and left within the car park.

**Disabled parking spaces** are for the use of vehicles with a disabled parking permit clearly displayed in the windscreen and carrying disabled passenger(s).

**Drop off/pick up point** is for doing exactly that and **is not** for parking and leaving cars, this area is clearly marked, if it is full, cars should proceed round the roundabout into a parking space or leave the car park.

**Roundabout** is for driving around, not for waiting on or parking your vehicle on.

Can you please also speak to any friends/relatives who drop off and pick up children on your behalf to ensure that we are all clear on this. There is also some parking spaces at the Woodley Court entrance for those who wish to park there.

## Personal Safety

### Personal Accident Insurance Cover for School Children

It is in your interest to ensure that your son or daughter is adequately insured against accidents, not only in school but also at all times.

Dumfries and Galloway Council provides insurance cover for pupils relative to its liability for any acts of negligence.

However, there are certain occasions when pupils may be more 'at risk' than others. These occasions arise **not** from 'negligence' on the part of the Authority but from non-attributable personal accidents, e.g. during curricular or extra curricular sport or physical activities.

The council's insurance cover does not extend to awards of compensation for damage as a result of such accidents (unless negligence can be proved) and it is essential that parents are aware of this.

Insurance cover for pupils to guarantee compensation for non-attributable personal accidents is a matter for parental decision and arrangements. Parents may wish to seek further advice on the availability of such insurance cover from their personal insurance agent/broker.

## Fire Drills

From nursery to P7 children are taught what to do in the event of a fire and drills are practised once a term.

## Care and Welfare of Pupils

Dumfries and Galloway Authority promotes an Inclusive Approach to Education in all our schools and has provided Guidelines and Policy Information to assist schools on implementing this approach to education.

## School Transport

### Who is entitled to school transport?

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

### How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website (<http://www.dumgal.gov.uk/index.aspx?articleid=6293>)

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16) <http://www.dumgal.gov.uk/index.aspx?articleid=1487>

## Extra Curricular Activities

We are keen to provide as many after-school leisure activities as possible. However, this depends on the talents and goodwill of staff and parents/friends who are prepared to give up their valuable time to organise clubs for children.

### School Clubs

#### School Clubs

Library	All with parent/carer supervision
Football	P4-7 & P1-3
Scottish Country Dancing	P2-7
Active Schools Club	Various
Netball	P5-7
Knitting/Craft	P4-7
Eco Group	P1-7

We also have a range of activities for shorter periods and certain stages throughout the school year, such as mini scientists, choir and P1 Activity Club.

We are very fortunate to have facilities, which could accommodate clubs such as table-tennis, volley-ball, snooker, chess etc. All we need are volunteers! If you could help in any way, please let me know.

### Fund Raising and Charity Work

At Cargenbridge we fund raise for the following:

- To help fund social events for the children such as parties
- To help fund educational visits e.g. transport
- To help purchase additional resources e.g. playground games
- To give donations to charity

The main fundraising is done through social activities such as our Coffee Evening/Summer Fete but occasionally we do sponsored events e.g. helping at home, keep fit. Classes may carry out enterprises within the class in order to raise money for a certain cause.

Over the years we have contributed to a wide variety of charities such as those listed below:

- Oxfam – we sponsor a child ( Mateso) in Tanzania
- Kilts for Kids
- Children in Need
- Comic Relief and many more.
- Each year the Pupil Council discuss which charities to support.
- Sports Relief
- Roald Dahl Children's Charity

We are very grateful to all parents and friends who support us in our fund raising and charity work. The children learn a great deal by taking part in this charity work.

Whilst this information provided in the handbook is considered correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches you the parent.

If you wish to discuss any of the information detailed in the handbook please contact the school for clarification. We hope it communicates the ethos of the school and it provides you with the information you need.

## Some views from our P6/7 current pupils.....

In Cargenbridge School the staff are all extremely caring and kind. The teachers try their hardest to help us learn and help us have a bright future. All of the pupils are their own individuals that are kind and caring. In our school we do lots of activities. We also do lots of after school clubs. Cargenbridge doesn't have a lot of people so everyone knows each other. Cargenbridge is a special school and every morning I can't wait to go to Cargenbridge School.

I am currently in P7. Cargenbridge is a welcoming and encouraging school. This school has a wide range of opportunities, lots of after school clubs and sporty activities. The ethos of this school is very good, because when you walk in it feels like people work very hard and put a lot of effort into their work. The staff in this school are understanding and kind because they help you and encourage you when you need it. This school is overall incredibly good and very educational.

I am in P6. I love coming to Cargenbridge every day. In this school we have a very healthy ethos. Some of the things that I enjoy about the school is that you get to meet new people every single year. The activities in the school are really fun. Some of the activities are sports day, country dancing, netball, craft club, eco group, football and going on school trips. You might even get some opportunities to take part in the Big Burns Supper or maybe learning how to play instruments. Some other opportunities are the Dupont Challenge and going curling. All the children try their best in everything they do and they behave well. The teachers are all really kind and they encourage you to try your hardest. The education in the school is very good. The school is amazing.

I am Josie and I love being a part of Cargenbridge School. All the children at Cargenbridge are hard working and different in their own way. We have lots of good opportunities in school and we have lots of fun. We all think Cargenbridge is a great school and we think the teachers are kind as well. I love coming to Cargenbridge every day and I think the school is fantastic!

I am in P7. Cargenbridge has a brilliant ethos. I love coming to this school because the teachers are really friendly and the other pupils are lovely to work with. We have our school motto which is 'working together, learning together'. We have school events that are great fun, such as, Sports day, Dupont Challenge (inventing challenge), after school clubs and lots more. The pupils have an opportunity to take on a 'role of responsibility', such as Pupil Council, House or Vice Captain, Junior Road Safety Officer and the Bike Crew. Everyone is in a house out of Abbey, Solway or Cluden. The staff always try and make sure we have an excellent education. I always enjoy talking to the staff. We try to help the community if they have any problems.

At Cargenbridge we are all so caring and helpful to others. We do loads in school like Sports day, Eco Group and lots more. I really enjoy coming to this school because we can all be ourselves and we get an excellent education. The staff is really helpful, kind and caring and they help whenever needed. The children are all just the same as the staff. In School in each class there is a Code of Conduct which the pupils follow. When the new P1's come they each get a 'buddy' to help find their way around the school.

Cargenbridge Primary School has a welcoming and friendly ethos, and all the children love the school, which makes them want to wake up in the morning. All of the children know each other and we all get on very well. Only a few years ago we were given an amazing new building, which has been modernized to enhance our learning experience. Promethean boards were fitted in each classroom. Laptops are regularly used so everyone can extend their learning. We can learn different skills and work together and learn together. In this school we do activities, sports and after school clubs, so everyone enjoys something that the school has to offer. We have PE, Music and Art specialists who come on a regular basis to teach us more on that subject. The teachers are friendly and support us, and give us the start we need for our education. In the school we are given excellent and interesting opportunities like school trips, learning activities and specialists coming to the school so we can learn more about what we are doing in class.

