



Welcome to

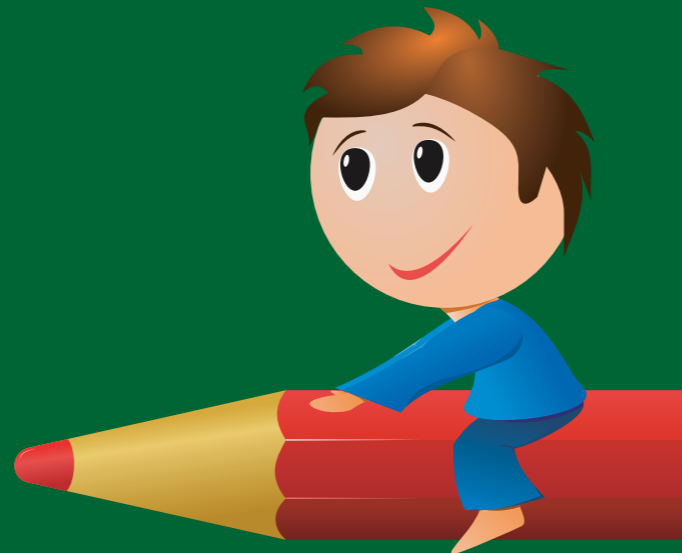
Langholm Primary School

Handbook 2013/14



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1. Letter from Director



Dear Parents,
Dumfries and Galloway Education Services is committed to delivering a high quality education for your children. 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

2. Welcome from Headteacher

This prospectus is designed to give parents information about the aims, organisation and day-to-day running of Langholm Primary. If, however, there are any questions that are not answered by this prospectus, please do not hesitate to contact the school. The office is generally manned throughout the school day and enquiries may be made either by telephone or by personal visit. It is our policy to work as closely as possible with parents and to maintain the best communication possible between school and home. If you have any suggestions, which might improve communication in general, or this prospectus in particular, we would be happy to hear them.



Langholm Primary School was founded in 1893. Prior to that date, the primary classes had been part of Langholm Academy. In the early 1960's a new building was provided for the Academy and the old building was given to the primary classes. At present, we have seven classrooms and a nursery. We also enjoy the occasional use of some of the Academy facilities, the playing field and the Sports Complex.

3. 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.

4. School Aims

- To provide a welcoming, safe and caring environment in which each pupil is valued and supported.
- To develop motivated, confident, independent and collaborative learners who can adapt to change.
- To provide a stimulating and balanced curriculum providing pupils with the best possible learning experiences.
- To develop caring citizens who can contribute responsibly to society.

5. School Ethos

To develop an inclusive, healthy and safe learning environment while fostering pride in our school, community and its heritage.

6. School Information

School Details

Address Langholm Primary School
Thomas Telford Road
Langholm, DG13 OBL

Telephone/Fax 013873 80900

Head teacher's email loffice646@ea.dumgal.sch.uk
School Website <https://blogs.glowscotland.org.uk/dg/LangholmPrimary/>

Head teacher Mrs C Mills (Acting)

School Roll 175 in school and 25 in the nursery (as at October 2013)

Our Nursery

Langholm Primary School has an attached 40-place Nursery class, which can offer up to five sessions a week for three and four year olds. The nursery session is from 9.00am to 11.30am or 12.30pm to 3.00pm. A nursery nurse assists our nursery teacher. Parents should check with the school for eligibility. The school considers the Nursery Class of great value in preparing children for their school career and strongly recommends parents to take advantage of the opportunity it offers.

School Staff

| | |
|-----------------------------------|---------------------|
| Principal Teacher (Acting) | Mrs Anderson |
| Nursery Teacher | Mrs Paisley |
| Nursery Nurse | Mrs Scott |
| Primary 1 | Ms Grant |
| Primary 2 | Mrs Wright |
| Primary 2/3 | Ms Snowdon/Mrs Shaw |
| Primary 3/4 | Mrs Heughan |
| Primary 4/5 | Ms Malin |
| Primary 5/6 | Mrs Anderson |
| Primary 7 | Ms Green |

Sports Co-coordinator Mrs Paisley

ICT Co-ordinator Mr Shand

Probationer teacher mentor Mrs Anderson

Support for learning teacher Mrs Pringle

Support for learning auxiliaries Mrs Bell
Mrs Herbert
Mrs Little
Mrs Pringle

Classroom assistants Mrs Nicholson
Mrs Johnstone
Mrs Hyslop

School Secretary Mrs Goodfellow
Janitors Mr Johnson
Mr Muir

Education Support Officer Mrs Whip
Educational Psychologist Joanne Johnstone

We are visited by a number of specialist teachers

| | | |
|--------------|-------------|-----------------|
| Music | Mrs Scott | Tuesday morning |
| PE | Mrs Foster | Monday |
| Art | Ms McMichan | Friday morning |





Terms and Holidays

Staff returns Friday 16th August 2013
Pupils return Monday 19th August 2013

TERM 1 Monday 19th August – Friday 11th October 2013
Autumn Holiday
Monday 14th October – Friday 25th October 2013

TERM 2 Monday 28th October – Friday 20th December 2013
Inset (Pupil Holiday)
Thursday 28th November 2013
St. Andrew's Day Holiday
Friday 29th November 2013
Christmas Holiday
Monday 23rd December 2013 – Friday 3rd January 2014

Staff / Pupils return Monday 6th January 2014

TERM 3 Monday 6th January – Friday 4th April 2014
Mid-Term Holiday
Monday 17th February 2014
Inset (Pupil Holiday)
Tuesday 18th and Wednesday 19th February 2014
Spring Holiday
Monday 7th April – Monday 21st April 2014

TERM 4 Tuesday 22nd April – Wednesday 2nd July 2014
May Day Holiday
Monday 5th May 2014
Inset (Pupil Holiday)
Friday 6th June 2014
Summer Holiday
Thursday 3rd July 2014

Pupils return Wednesday 20th August 2014

7. Contact Us

If you wish to see Mrs Mills or Mrs Anderson, they will be happy to see you, but please telephone to make an appointment.

Meeting with Teachers - We welcome parents into school to discuss any issues or concerns that they may have, however, it is very important to telephone and make an appointment in advance.

If you require information

Newsletters will be sent home whenever information needs to be given to parents. The newsletters will be given to the oldest child in the family only, which will save unnecessary expense. Newsletters are available electronically, upon request.

If you have concerns

Do not hesitate to contact the school for an appointment to discuss any concerns you may have.

If you have a complaint

Hopefully, by being aware of our policies and procedures and by maintaining links with the teachers, you will find that everything goes smoothly during your child's time in school. We have high standards that we aim to maintain by evaluating our policies and practices regularly. However, if at any time, you feel that we are not living up to your expectations, you may make a complaint, in the first instance, to the Head teacher. 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 Mrs Janie Riddet (Pupil & Parent Support), at Woodbank for further consideration.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at 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 Headteachers 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.

8. How the School Works?

Enrolment

The dates for enrolment of children into the nursery and infant classes are advertised in the local press in January.

If you wish to enrol your child at times other than the official dates – e.g. if you move into the school's catchment area, simply contact the school office. If you live out with the school catchment area and wish to send your child to our school, you must apply to the Education Office. Details of the full procedure can be obtained from the school.



Traditionally in Scotland most children aged between 4 years 6 months and 5 years at the start of the autumn term enrol in primary school. However you as parents/carers of children with September to February birthdays have a choice about enrolling your child for primary school. Children with birthdays in January or February have the right to defer entry and to have a free pre-school education place for an additional year. Children with birthdays from September to December have the right to start school or defer entry, but there is no corresponding right to a free place. This is at the discretion of Dumfries and Galloway Council's Education Department with decisions based on agreed procedures.

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. 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>. Full details on how to enrol or move school are available from the school or on the Council's website (see Section 16).



Moving from Nursery

Pre-School Visits Since most, if not all children, entering the school, attend our Nursery Class, arrangements for visiting the P1 class will be made through the nursery. The P1 teacher will also visit the nursery in the course of the year. Special arrangements will be made for any children enrolling who have not attended the nursery. Parents The class teacher will introduce herself to parents at a meeting before the summer break, and will suggest ways of helping to prepare the children for school life.

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.

School Day

| | |
|-------|-----------------|
| 9.00 | School starts |
| 10.45 | Interval |
| 11.00 | Lessons resume |
| 12.30 | Lunchtime |
| 1.15 | Lessons resume |
| 3.00 | School finishes |

School Uniform/Dress Policy

School Dress Code

The school fully endorses the policy statement issued by Dumfries & Galloway Department for Education, which includes the list of clothing, which is unacceptable in school. The school believes that the implementation of a school dress code does have the following benefits –

- 🍏 Creation of a positive image for the school in the local community.
- 🍏 Promotion of a positive school ethos and a sense of identification with and loyalty to the school
- 🍏 Improved security resulting from easier identification of young people within the school, in the precincts of the school and on school excursions.
- 🍏 Reduction in the pressure, which can be placed on young people through having to adhere to certain fashion trends.
- 🍏 Encouragement of a purposeful attitude to work.
- 🍏 Increase in young people's awareness of the requirement to dress appropriately for the circumstances in which they find themselves.
- 🍏 Economic benefits to parents.

Dress Requirements

The school has a range of uniform garments, which are offered for sale to parents. There are sweatshirts in grey or maroon, T-shirts in blue or white and polo shirts in maroon or white, fleeces, reversible waterproof jackets and schoolbags. All these garments carry the school crest. We strongly encourage parents to use these garments, but they are not compulsory, otherwise children must come to school neatly dressed in school wear. Leisure or sportswear is not allowed. Football shirts are specifically barred. Orders for school garments are taken twice a year. All items of school wear should be marked with the pupil's name.

Sweatshirts can be ordered at the school office for £8.25. As we do not have the space to store them they are ordered in November and May.

The children should have T-shirts and shorts for PE. They also require suitable shoes for PE. Some item of protective clothing is required for art. The wearing of excessive jewellery and make-up is not allowed. Children with pierced ears should wear studs or sleepers in school. It is the policy of the authority that for safety reasons jewellery must not be worn during PE/games/swimming. Children who are unable to remove earrings should bring sticking plaster e.g. Elastoplast to cover the earrings. Pupils are regularly reminded about the requirement to wear appropriate clothing and footwear and about PE kits. Parents are asked to support the schools efforts to implement this dress code, which has now been in operation a number of years.

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 (e.g. football colours).
- 🍏 Could cause offence (e.g. anti-religious or political slogans).
- 🍏 Could cause health and safety difficulties such as loose fit 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 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 Headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a headteacher could justify the use of the school disciplinary procedures.

School Meals

School meals in the region, are provided by the Direct Services Organisation. They provide meals and supervision in the dining hall at lunchtime.

- 🍏 School lunch – All pupils receive a standard two-course meal, which costs £1.75. The food is cooked in our own kitchen and eaten in the school Dinner Hall. Parents are encouraged to pay for a week's dinners in advance on a Monday morning. Every Friday, each child will be given the following week's menu, which they take home and complete.
- 🍏 Packed lunches - Children who bring packed lunches to school will eat them in the school hall.
- 🍏 If your child requires a special diet, please do not hesitate in letting us know – we can arrange for you to discuss this with the catering staff.

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 www.dumgal.gov.uk/index.aspx?articleid=2233



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

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)

www.dumgal.gov.uk/index.aspx?articleid=1487

Class organisation

Class Sizes

Primary 1 has a maximum class size of 25 pupils. In primary 2 and 3 the maximum number of pupils is 30.

Primary 4 through to 7 the maximum number is 33 pupils. We can have composite classes that combine two age groups. The maximum number of children in these classes is 25.

Playground Supervision

The playground is supervised between 8.45am and 9.00am, at all breaks and lunchtimes. We ask that children should not come to school earlier than is strictly necessary (especially when it is raining). Children should leave the playground promptly at the end of the school day.

Positive Behaviour and Celebrating Success

Good behaviour is an essential prerequisite for good learning. At Langholm Primary School we believe that every child has a right to the best education that we can provide, and therefore aim to provide secure, calm surroundings through strong, consistent and fair management of pupil behaviour. Providing this good learning environment is the most basic and important thing that we do.

We aim to achieve good behaviour by the following means:

- 🍏 By using a positive approach to behaviour management.
- 🍏 By having high expectations of pupils and encouraging them to have high expectations for themselves and others.
- 🍏 By promoting positive staff relationships, pupil/staff relationships and pupil/pupil relationships.
- 🍏 By helping children develop confidence and self-esteem through our PSD (Personal and Social Development) programme.
- 🍏 By involving parents and promoting positive and mutually supportive home/school links.

Positive Behaviour Management

The school approach to good behaviour is based on positive behaviour management. All members of staff implement this approach. It is an effective and positive approach involving clear simple rules for the classroom. A separate plan also exists for the playground.

The positive behaviour plan has three sections: Rules, rewards and consequences. In implementing the plan, the teacher should ensure that the children are taught these regularly, and that good behaviour is praised: the aim is to praise each child every day.



9. The Curriculum

Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

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 is more focus on knowledge *and* skills – including the vital skills of 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.

Subject Information

We will deliver a wide and broad education in the following subject areas incorporating interdisciplinary learning experiences where possible.

- 🍏 Numeracy and Maths
- 🍏 Literacy and English
- 🍏 Health and Wellbeing
- 🍏 Expressive Arts
- 🍏 German (P7)
- 🍏 Religious and Moral Education
- 🍏 Sciences
- 🍏 Social Subjects
- 🍏 Technologies

Health and Well Being Education

- 🍏 Outcomes and experiences are structured into the following organisers
- 🍏 Mental, social, emotional and physical wellbeing
- 🍏 Planning for choices and change
- 🍏 Physical education, physical activity and sport
- 🍏 Food and health
- 🍏 Substance misuse
- 🍏 Relationships, sexual health and parenthood.

10. The Wider Curriculum

Extra Curricular Activities

These change every year and are dependent upon the expertise of current staff members.

| | |
|-----------|--|
| Mondays | Cross country training with Ms Malin (P6/7) |
| Tuesdays | Netball with Mrs Paisley (P6/7) Drumming with Ms Grant (P6/7) |
| Thursdays | Science Club with Ms Green (P4/5) |
| Fridays | Football with Mr/Mrs Mills (P5-7) |
| Eco Club | Dr Cat Barlow (P1- P3 one month in June) (P4-P7 March – June) |

* Clubs for infant pupils will begin in 2014

Please phone the school for further information.

These are led by teachers and parents. Any parents involved in extra-curricular activities have all gone through Disclosure Scotland (PVG) procedures.

Pupil Council

Our Pupil Council allows the children the opportunity to become involved in decision making and make a positive contribution to the school environment and ethos. Children will learn to listen to others and to recognise themselves as worthwhile individuals with a right to be heard.

Primary 5-7 pupils will be able to nominate themselves as candidates for their class, and the election will be held soon after the start of our new session. The Council will meet at regular intervals, during the school day.

School Trips

The School encourages staff to take pupils on excursions in order to widen their experience, develop Knowledge and Understanding of the World and to develop responsible attitudes to the environment. All Primary 7 pupils are given the chance to attend a week long residential trip to Dalguise in Perthshire for 2014. Some of the activities include – climbing, canoeing, fencing, archery, abseiling, initiative exercises, quad biking, field games, team challenges, orienteering, zip-wire and high/low rope courses. Financial constraints will not exclude pupils from participating in such excursions. Please contact the school to speak to the Head Teacher if in doubt.

The Community

The school maintains close relations with many of the services in the town. The following services all contribute to the life of the school and the well-being of the pupils –

- 🍏 The school chaplain is the Rev Scott McCarthy. He will be visiting classes throughout the year and will contribute to the work of the class where it is appropriate. He is available for consultation by children, parents and staff.
- 🍏 Parents have a statutory right to withdraw their children from Religious Education and religious observance. Any parent wishing to withdraw their children must come and discuss this matter with the Head Teacher so that appropriate arrangement can be made. Religious and moral education is part of the general curriculum of the school and may occur in conjunction with other subject areas.
- 🍏 The school has a designated liaison Police Officer. Currently this is PC Mitchell. He liaises with the school in such matters as road safety, stranger danger, cycling proficiency and any other matters which occur from time to time where the police have an interest. He will also be involved where any school pupils get into trouble with the police.

Eco Schools

Our school is working towards the Green Flag. As we are moving site in January we will not be establishing an ECO group until we are settled in our new school.

11. Home/ School Partnership

Parent Council

The objectives of the Parent Council are:

- 🍏 To work in partnership with the school to create a welcoming school which is inclusive for all parents
- 🍏 To promote partnership between the school, its pupils and all its parents
- 🍏 To develop and engage in activities which support the education and welfare of the pupils
- 🍏 To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The current members of our Parent Council are as follows:

| | |
|------------------|--|
| Chairperson | Donna Hislop |
| Vice Chair | Sally Bell |
| Treasurer | Andrew Winter |
| Secretary | Kirsty Grieve |
| Members | Amanda Crossan, Christine Ewart, Michael Boustead, Catherine Greer, Donna McKinnel, Hayley Evenden |
| Staff members | Mrs K Anderson and Ms Colette Grant |
| Local Councillor | Mr D Male |

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

Examples of Parent Council Activities

- 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.
- Supporting the work of the school.

Communicating with Home

Parent Teachers Association

We have a PTA that is very actively involved in the life of the school. Many worthwhile events have been organised and their contribution to the general ethos of the school is greatly appreciated. All parents are very welcome to become involved.

Details of meetings are forwarded to parents on newsletters, and the minutes are available to all, at the front door. There is a separate section in this prospectus with fuller details about the PTA.

Newsletters

Newsletters will be sent home on a monthly basis. The newsletters will be given to the oldest child in the family only, which will save unnecessary expense. Newsletters are available on our website, and upon request they can be sent directly electronically.

Attendance

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. 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. If possible please try to make dental/medical appointments out with school hours. 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:

- The school is informed if the family is running late.
- 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.
- 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.
- The school is kept informed of the absence and the likely return date.
- Any planned absences are officially notified to the school, in writing, in advance.
- 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.
- 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. 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.

Holidays

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 Headteacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services 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.

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.

Homework

Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better. Children learn a great deal at pre-school and school and you can add to that learning by supporting them at home. For example, showing an interest in their homework and talking to them about it really helps them to learn. With support and encouragement, children find it easier to get into the homework habit. Homework helps your child to:

- learn how to organise and manage their time
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems
- learn and work independently in the future.

Homework helps teachers to check your child's understanding of class work and keep track of their progress. It lets you find out what your child is doing at school and get involved in their learning. Children in P2 through to P7 should expect to receive weekly homework in reading, spelling and maths on a Monday. Pupils may also be given research tasks to complete from time to time. Homework diaries are issued to pupils to help them keep track of their weekly tasks.

How is my child doing? (Assessment and Reporting)

Pupils are assessed using summative and formative methods. Curriculum for Excellence demands that we do not rely on one format only to assess pupil progress and that we give opportunities for pupils to show their learning through 'make, write, say and do'. Teaching staff will be carrying out frequent general assessments and will meet with the management team during term 2 and term 3 to discuss individual pupil progress. This will enable staff to track and monitor pupil progress throughout their school career.





We will use standardised testing at P1, P3, P5 and P7 stages to compare our pupil progress with the local and national average. By using these methods we will be able to identify those pupils who require extra support and those who are not fulfilling their potential.

Parents Consultation evenings will take place twice a year and a detailed formal report will be sent home during the summer term.

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.

Helping the School

- 🍏 All prospective employees who are likely to have direct access to children are subject to a Disclosure Scotland (now PVG, Protection of Vulnerable Groups) check as a condition of their employment. There is therefore not a requirement for a teacher to be present in a supervisory capacity when such staff are working in school or leading extra-curricular activities.
- 🍏 Representatives from other agencies who work with pupils may or may not be Disclosure (PVG) checked. The Head Teacher will therefore ensure that a member of staff is always present when persons other than staff are working with children.

Disclosure Scotland (PVG) checks on volunteers will be requested

- 🍏 Where the volunteer has declared that he/she has one or more previous convictions, is currently the subject of an investigation, has charges pending. The person in question should not operate as a volunteer until such time as a satisfactory Disclosure Scotland (PVG) check has been received.
- 🍏 Where no previous convictions etc. have been declared but the Head Teacher has reason to be concerned about the background/fitness of the person to act as a volunteer. The person in question may only operate in a supervised capacity until such time as a satisfactory Disclosure Scotland (PVG) check is received.
- 🍏 Where the purpose in engaging the assistance of the volunteer is to have him/her engage with pupils in an unsupervised capacity (e.g. transporting pupils to events outwith school)

Helping your Child

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

- 🍏 **Listen, talk, and encourage** – this will 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.

Useful Information

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website – www.educationscotland.gov.uk/parentzone.

12. Support for All

Pupil Support

Pupils who are identified as requiring support will be referred to the appropriate service for assessment. This will normally be instigated by the class teacher who may find it difficult to offer this level of support in class or require guidance on the provision of the required support.

Pastoral Care

Bullying behaviours can include:

- 🍏 Being called names, teased, put down or threatened
- 🍏 Being hit, tripped, poked or kicked
- 🍏 Having belongings stolen or damaged
- 🍏 Being ignored, left out or having rumours spread
- 🍏 Receiving abusive text messages or e-mails.

Every member of our school community takes responsibility for working towards combating this unpleasant aspect of school life. Young people have a right to expect that their parents, teachers and other adults will work together to protect them from neglect, exploitation and all forms of abuse.

Any pupil or member of staff (teaching or non-teaching) who is aware, or suspects, that bullying is taking place, will report the matter immediately to a member of the Senior Management team. All concerns are recorded and actions taken to resolve the matter are also recorded. Pupils are encouraged to seek help from an adult they trust if they feel that they, or one of their classmates, may be getting bullied.

The school provides a worry box for pupils who feel unable to express their concerns. We work very closely with the home-link service for the cluster group. Teachers provide regular 'Circle Times' for pupils to explore their feelings.

All pastoral care issues are dealt with sensitively and with respect.

Additional Support for Learning

A new law, the Education (Additional Support for Learning) (Scotland) Act 2004, replaced the law relating to Special Educational Needs in November 2005. This new law introduced a single structure for meeting the needs of children who require additional support to ensure they can make the most of their education.

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.



Getting it Right for Every Child (GIRFEC)

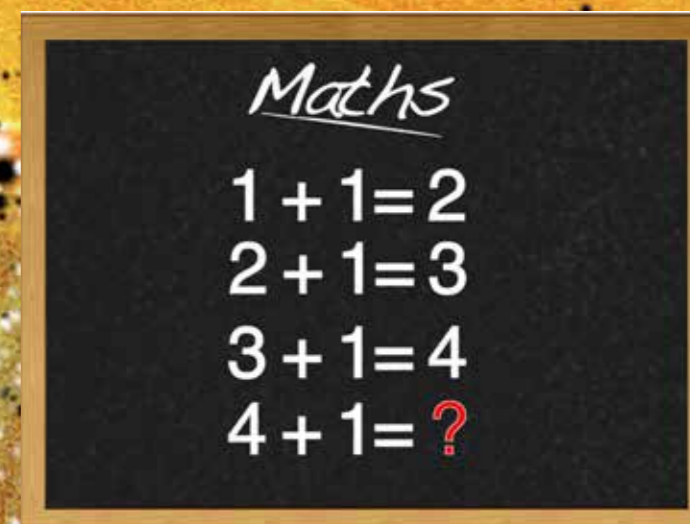
Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For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

Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools





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 Headteacher can ask for this support on a parent's/carer's behalf.

13. Moving to Secondary School

Catchment 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 Langholm Academy. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" 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.

Transition Activities

P7 children take part in a number of activities that are designed to help in the transfer between primary and secondary school, including an induction week at the Academy during the month of June.

Induction Days

Our primary seven pupils spend three consecutive days at the Academy during the month of June.

13.4 Support Available

Enhanced transition procedures are put in place for pupils who have been identified as requiring extra support.

and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the Child Protection Policy for Schools, Pre-School and Child Care Services which is available from the school and the on the Council website.

Educational Psychology 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

14. School Improvements

Improvement plan and priorities

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.

Langholm Primary Improvement Plan for 2012/13

- Self-evaluation in the nursery class
- Health and Wellbeing programme of Study
- Curricular Structures Development
- Personal learning Plans for Pupils
- Embedding of 'Big Maths' programme of study throughout the school
- Effective cluster working in preparation for the all-through school

Achievements

Each pupil is assigned a house – Tarras, Esk and Wauchope. At the end of each month the winning house is rewarded. Points can be gained for houses on a daily basis for a variety of reasons. These can be issued by teachers and other members of staff. Teachers give weekly class awards for pupils who display our school values

At the end of the school year we select the winners of:

- The Jackie Borthwick Trophy for Achievement through Effort
- The Buddy of the Year
- The Sports Girl and Boy Champion
- The House Points Winner

- The Sports House Point Winner
- Mathematician of the Year for P5
- Writer of the Year for P6
- Sporting Prizes



15. Health and Safety

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. Please update this as necessary

Severe Weather and School Closure Arrangements

Headteachers 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.



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.

Data Protection

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.

Images of Pupils

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The authority has a policy on the use of images of pupils. You will be asked to read this when your child



enrols and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

Use of the Internet

As part of the process of 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.

16. Other Useful Information

Pupil / Parent Support Unit

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



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 children 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



