

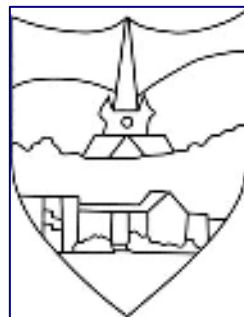


Penninghame Primary School

Newton Stewart



## **School Handbook 2011 Part 2 3-18 Curriculum and Policy Summaries**



## **Section C – Curriculum and Policy Statements**

Information about the 3-18 Curriculum and School Policies and Procedures.

### **Section C Contents – Curriculum and Policy Statements**

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## Other Policy Summaries

### Support for Learning

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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 attempts 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.

It is generally recognised that approximately 20% of children may have additional support needs at some time, which are likely to range from mild and intermittent difficulties through to those which are more complex or they may have multiple factors proving to be barriers to their learning.

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.

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework for providing support for children and young people who need some additional help with their learning. This Act has now been amended further by the Education (Additional Support for Learning) (Scotland) Act 2009.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also encourages all those supporting children and young people to work together.



## **A Guide for Parents and Carers**

The Authority is currently developing a range of information booklets outlining both policy and practice, which should be available online at [www.dumgal.gov.uk](http://www.dumgal.gov.uk) or from your local school in the coming months. In the meantime, if you would like any further information or advice, please contact the school in the first instance or contact the central support team at:

Schools Services  
Dumfries and Galloway Council  
Woodbank  
Edinburgh Road  
Dumfries  
Tel: (01387) 260444

Further information and advice can also be obtained from Enquire - the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)
- an online enquiry service
- two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- are looked after
- have a learning difficulty
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers

This school has developed its own policy for additional learning support within the framework of the Council Policy and a copy can be made available on request. The additional resources for support for learning in this school are:

- Support for Learning Teacher (1 full time)



- Support for Learning Assistants ( 7 assistants)
- Visiting Specialists (English Second Language, Occupational and Physiotherapists, Speech and Language Therapists.)

Individuals and groups of children work with our Support for Learning staff, usually in the classroom. However, pupils can occasionally be withdrawn for one-to-one tuition or assessment purposes and an Individualised Education Programme can be created for specific targets. Sometimes a pupil will have a Co-ordinated Support Plan if several agencies are working together to meet educational objectives for an individual child or young person.

The needs of the individual child are to be the prime consideration in the implementation of this policy.

It is the philosophy of this school to treat each child as having individual learning needs and to ensure that by a collaborative approach involving both class and Learning Support teachers every child's maximum potential is realised.

Sometimes it may be necessary to ask parents for permission to seek outside advice from the Educational Psychologist or School Doctor for example. If this happens, parents will always be involved at every stage.

The school also has a Support Base for pupils who have moderate/profound additional support needs. When appropriate pupils who are based in the Support Base work alongside their peers in mainstream classes.

## **The Psychological Service**

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The local authority Educational Psychological Service is an advisory service within Education and Community Services offering support to children, their families and carers, and schools in Dumfries and Galloway. The Service offers advice to, and works together with, parents and teachers, the local authority. Sometimes an educational psychologist may work directly with children / young people.

One way in which the Service offers support to schools is by advising and consulting with school staff. This can be about general issues (such as learning and teaching approaches, behavioural matters, etc.). This may also include discussion about named pupils, such as at a School Review Group, when discussing special exam arrangements, or offering advice about Additional Support Needs. In many such cases no direct work with a child/young person may be necessary.

In cases where the school is seeking direct work with a child or young person, parental discussion and consent will always be sought first.

A Psychological Service leaflet for parents giving fuller information is available from the school.



## Assessment

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The Assessment process is at the heart of the curriculum. The starting point for assessment is the planned curriculum and the process of learning and teaching. This is followed by evaluating and recording what has been taught and what success the pupils have enjoyed. This enables teachers to make future planning decisions, provides feedback to pupils and parents on progress and gives the head teacher information about class attainments.

The school maintains a system of continuous assessment of each child's progress which is recorded in a personal learning plan we call 'a Work Web'. Parents are welcome to discuss their child's progress and look at the Work Webs throughout the year. Parents will also receive an interim report card in November and a fuller report in June. There will also be an opportunity for private consultation with teachers at these times.

On enrolment a Pupil Progress File is held for each child. This contains copies of report cards, medical reports and relevant information on the emotional and social development of the pupil. On leaving Penninghame Primary the file is forwarded to the subsequent secondary school or to their next primary school.

Pupil Progress Files are strictly confidential but are available to parents on request.

## Ethos and Inclusion

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Penninghame Primary aims to make everyone welcome when they are in school and feel part of the school day by:

- Making everyone feel valued for their contribution to school life.
- Promoting a sense of belonging to the school.
- Responding promptly to parental views, queries and feelings.
- Creating and maintaining a stimulating learning environment.
- Making visitors to the school feel welcome, valued and comfortable when they visit school.
- Encouraging parents to become involved in the school and their child's education.

"Young people with disabilities, additional support needs, and from minority groups are encouraged and enabled to give their views on issues that concern them"





## Discipline and Behaviour

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The responsibility for the behaviour of pupils when in care of the school is now, by law, shared by parents and teachers and it is important that you are aware of the school's policy.

Our broad aims are to:

- a) Foster development of positive and responsible attitudes to enable our pupils to exercise self-discipline appropriate to all occasions and circumstances.
- b) Develop self-awareness and a respect of the needs of others and their surroundings.
- c) To promote a friendly, orderly and safe atmosphere within the school which will encourage each child to learn and develop to the best of their ability.

We aim to be a school where positive behaviour is expected, encouraged and rewarded by:

- Encouraging pupils to behave in a positive, responsible and respectful manner to everyone in school.
- Dealing effectively and appropriately with behaviour and attitudes, which are inappropriate to the general well-being of everyone in school.
- Rewarding, recognising and promoting positive behaviour and attitudes.
- Liaising, consulting and supporting parents in encouraging positive behaviour in school.

Positive behaviour is rewarded in various ways including recognition of good work and behaviour in the classroom. We also have a whole school 'house points system' where children can gain points for their house. Behaviour is monitored by all staff and the Playground Supervisors have a key role to play.

Incidents such as bullying, assaulting other pupils or swearing at a member of staff are unacceptable and have no place at Penninghame Primary.

We try not to have formal 'school rules' apart from rules for safety reasons. There is however a Code of Conduct devised by the children:



Please keep your hands and feet to yourself.  
Eat your dinner with good manner.  
Never drop litter.  
No bad language.  
It is wrong to leave the class or playground without permission.  
No running in the corridors.  
Get help if you are being bullied.  
Have fun without hurting others.  
Always do your best.  
Make new friends.  
Everyone should be treated with good manner and respect.

Say no to strangers.  
Care for others.  
Have respect for other people's property and look after school property.  
Own up when you have done something wrong.  
Our behaviour should be a credit to us.  
Lend a hand.

These can be summarised into **5 main 'rules'**.

1. Keep your hands and feet to yourself.
2. Follow the instruction given to you by the adults in the school – without argument.
3. Do not swear, use bad language or make rude gestures.
4. Always ask permission before leaving the classroom.
5. Respect everyone's feelings and property.

In cases of poor behaviour we have a behaviour system called Skating on Thin Ice.

### **Skating on Thin Ice – Our Behaviour Management System**

From Nursery to Primary 7 we have a uniform behaviour management system called Skating on Thin Ice. The system is based round wall charts displayed in each classroom. Each chart is split into six levels. Each pupil has a white card and if a pupil breaches the code of conduct then this will be recorded on the white card and the card placed on the display chart.

How does Thin Ice Work?

At the beginning of every new term the Thin Ice Charts will be empty and everyone in the class will begin the new term with a 'clean sheet'.





**Level 1**

The first time during the term, that a child breaches the '5 Rules'

- They will receive a verbal warning from their class teacher.

Details of the incident will be recorded on their individual white card and it will be placed on level one of the 'Skating on Thin Ice' chart.

**Level 2**

The second time, during the term, that the child breaches the '5 Rules'.

- They will receive a second verbal warning from their class teacher and details of the incident recorded and the record placed on Level 2.

**Level 3**

The third time, during the term, that a child breaches the '5 Rules'.

- Details of the incident will be recorded on their individual white card.
- The child and the card will be sent to the Head Teacher.
- The Head Teacher will discuss the situation with the child and inform the parents of the current situation and the school's concerns. This will be noted in the Skating on Thin Ice Folder – Discipline File.
- The card will be returned to the class and placed on level 3.

**Level 4**

The fourth time, during term, that a child breaches the '5 Rules'.

- They will receive a verbal warning from the class teacher and details of the incident will be recorded and record card placed on Level 4.

**Level 5**

The fifth time, during the term, that the child breaches the '5 Rules'.

- They will receive a verbal warning from the class teacher and details of the incident will be recorded and record card placed on Level 5.

**Level 6**

The sixth time, during the term, that the child breaches the '5 Rules'.

- Details of the incident will be recorded on their individual white card.
- The child and the white card will be sent to the Head Teacher.
- The Head Teacher will discuss the situation with the child and contact parents to arrange a meeting with parents, Head Teacher and Class Teacher to discuss the situation and any necessary arrangements to be made for the pupil.
- The card will be returned to the class and placed on Level 6.

A similar system is in place for playground behaviour with break or lunchtime detention being given for pupils reaching Level 3. Parents will also be informed.

The co-operation of parents is expected, to ensure that the child conforms to the behavioural norms set by the school. Should you ever be requested to call at the school to discuss such matters please remember that the meeting will be called at the best interests of your child and that the member(s) of staff involved will seek, with your support, to arrive at some course of action which will lead to an early and amicable solution of any problems. Discussion at such a meeting will be treated as confidential.



## Behaviour Summary

1. Should a pupil behave in such a manner, in or out of the classroom, as to disrupt learning, cause upset or damage to him/herself or others, then this behaviour will be recorded and the pupil liable to sanctions. If the misbehaviour has been minor then the sanction will match and will not be brought to the notice of the parents unless the misbehaviour is repeated.
2. Corporal Punishment is not used but a series of sanctions e.g. break or lunchtime detention, withdrawal from extra-curricular activities including withdrawal of representing the school in sporting events or participation in class outings.
3. In the event of repeated misbehaviour, or in the instance of extremely serious misconduct, parents will be requested to call at the school in the hope that discussion of the problem(s) will lead to an early solution. This may include the use of a weekly Behavioural Report Sheet.
4. When the pupil repeatedly acts in such a manner as to disrupt his/her education and/or others or to put the health and safety of him/herself or others in school in danger, then he/she may be excluded from school. Exclusion can also be immediate if the action of the pupil is considered to be sufficiently serious. Parents have the right to appeal against exclusion.
5. Minor incidents of rough behaviour / play, particularly in the playground, do occur from time to time. These are immediately dealt with as appropriate. Consistent misbehaviour, including swearing, will result in playtime detention and parents will be informed by letter or phone.

### 6. Bullying:

We are aware that more serious incidents of a bullying nature do occur – verbal or physical. Such incidents can have a profound effect on a child's attitude to school and it is often very difficult to spot such behaviour in the playground and classroom. Bullying may be direct as in physical or verbal abuse and confrontation. It can be insidious as in threats made in secret, "accidental" physical contact such as bumping or tripping, the active exclusion of a child from a group, the "accidental" spoiling of another child's work and the taking or damaging of personal property. Experience has shown that parents, rather than school staff, are often the first to find out a child is being bullied. Please do not hesitate to contact the school if you have any concerns.

I hope the above gives you a clear overview of the school policy and a full copy is available from the school on request. Our aim is to have caring, happy school where we can all work and play well together and I would invite all parents and pupils to join in and make this a success.



## Equal Opportunities / Racism

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We encourage positive attitudes towards equal opportunities and anti-racism and we reflect this both in the resources we use and the topics covered in all areas of the curriculum. We aim to ensure that equal opportunities are provided for all children in the school.

## Homework

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Children are set homework which is linked to their class work but this may not be done on a daily basis. Our pupils work hard during the school day and it is not our policy to burden the children with a lot of homework in the evening. The aims and purposes of setting homework are:

- ✍ to support and build on classwork
- ✍ to make parents aware of the work children are doing in school
- ✍ to encourage children to work independently
- ✍ to promote good study habits
- ✍ to train pupils to plan and organise their time effectively
- ✍ to allow preparation for future classwork
- ✍ to offer access to resources not available in school, eg interview with parents/grandparents/members of the local community
- ✍ to provide information for parents
- ✍ to provide opportunities for individualised work
- ✍ to encourage pupils to take responsibility for their own learning
- ✍ to create channels for home-school dialogue



A balance has to be struck between the amount of time that

- can realistically be expected of pupils after working hard at school
- parents can support children at home
- staff have to prepare and correct homework.

Most of the homework will centre around reading tasks and these are set from P1 onwards.

Pre-Reading - looking at and talking about what children see in their environment and books.



Reading - children pre-read in class then re-read at home. Parents should listen and encourage and ask questions about the pictures and reading passages. If the child is struggling with a word then parents should tell them the word and allow the child to continue with the flow of the story.

<b>Class</b>	<b>Common Types of Homework</b>	<b>Completion Times</b> (Based on staff and parent questionnaire responses)
<b>P1 - 2</b>	<ul style="list-style-type: none"> <li>➤ Weekly reading (frequency will depend on ability level and stage of development).</li> <li>➤ Key words</li> <li>➤ Sounds Practice</li> <li>➤ Spelling activities</li> <li>➤ Maths activities</li> </ul>	<b>1 – 1½ hours per week</b>
<b>P3 - 5</b>	<ul style="list-style-type: none"> <li>➤ Weekly reading (frequency will depend on ability level and stage of development).</li> <li>➤ Spelling activities</li> <li>➤ Maths activities including tables practice</li> <li>➤ Research activities</li> <li>➤ Personal and Social Development activities</li> </ul>	<b>1½- 1¾ hours per week</b>
<b>P6 and 7</b>	<ul style="list-style-type: none"> <li>➤ Weekly reading (frequency will depend on ability level and stage of development).</li> <li>➤ Spelling activities</li> <li>➤ Maths activities</li> <li>➤ Research activities</li> <li>➤ Personal and Social Development activities</li> </ul>	<b>Up to 2 hours per week</b>

Children may also bring home :

- a sounds jotter and key words to reinforce work done in the class.
- written activities which follow-up work from the core reading schemes or book studies.

Other Activities :

- Topic or general research activities.
- Asking children to look out for certain current affairs events / theme related items and bring in information.
- Number - mathematics tables, Homework Link-Up sheets.
- Spelling or topic words to practise and learn.
- On rare occasions work which has not been finished in class - this will be noted in the homework jotter.



**Additional Support Needs :**

- The Support for Learning Teacher may also set similar tasks to the class teacher which will be noted in the homework jotter.

Reading activities will usually be on a weekly basis but the frequency will depend on the level the child is working at. For some children, especially P1-3, new reading homework will be more frequent.

Other activities will be introduced as appropriate.

Children will bring home a homework jotter which parents are encouraged to sign. The class teacher may also have made a specific note for parental attention in the jotter and parents may wish to note down a comment if the child has experienced any difficulty with the homework task.

A full copy of the school's homework policy (revised March 2004) is available from the school or on the school website.

We hope the handbook has helped form a picture of what goes on at Penninghame Primary.

Please do not hesitate to contact if you require any further information about the school or your child's progress.

