



Welcome to

Brownhall Primary School

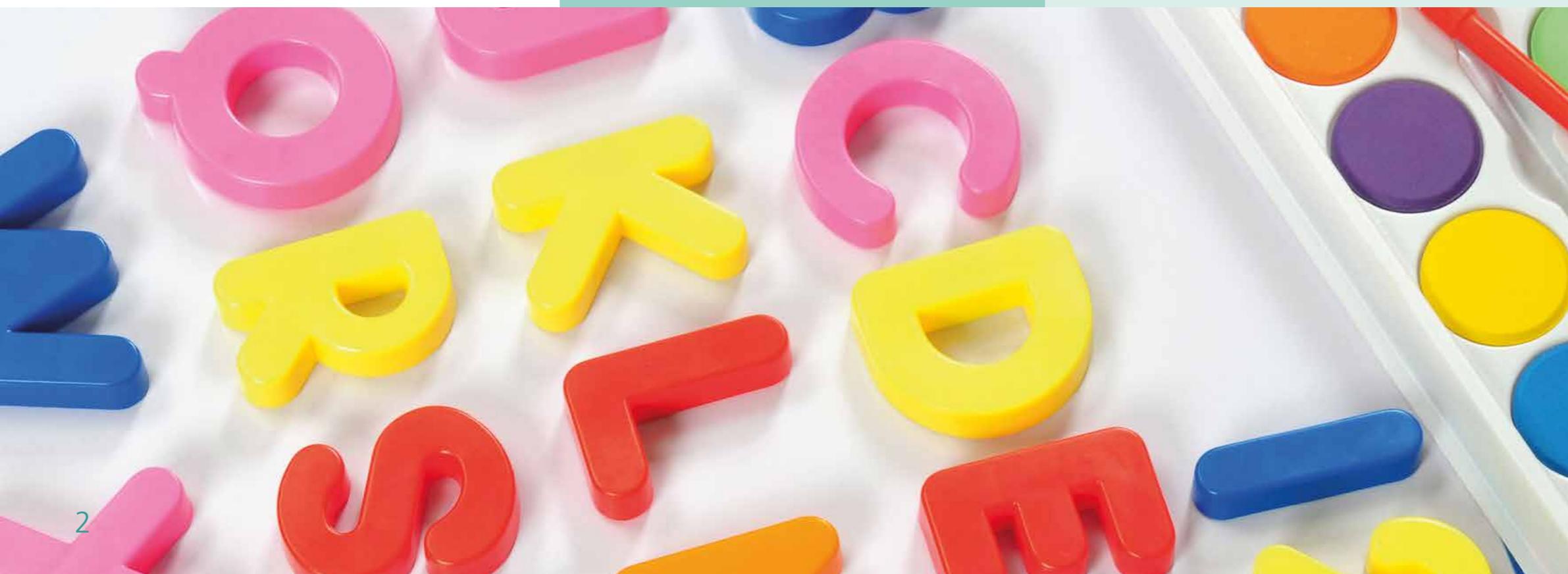


Handbook 2018-19

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Updated - November 2018



Letter from the Head of Education

Dear Parent/Carer,

Our schools across Dumfries and Galloway have high expectations and high aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident and successful in school.



Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child's learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely

Gillian Brydson

Welcome from Head Teacher

The staff and children of Brownhall 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.



Everyone knows the importance of getting formal qualifications at school - our young people also get involved in a wide range of activities and have other achievements that develop important skills for learning, skills for life and work that can be of real value to them as they grow up, especially when it comes to getting a job or going to college or university.

The expectations we have for your children are high, and the improvements for which we are aiming are -

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations

Parents, carers and families are by far the most important influences in a child's life. Their support can play a vital role at all stages of education.

Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with practitioners and their peers.

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

Yours sincerely,

A Cochrane
Head Teacher

Priorities and Commitments

Education Services continues to have high expectations and high aspirations for pupils and staff. We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential. We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Head teachers to make local decisions and by trusting professional judgements. This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and Developing the Young Workforce (DYW).

Our Council's Priorities and Commitments are to:

- Build the local economy;
- Provide the best start in life for all our children;
- Protect our most vulnerable people and
- Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to 'provide the best start in life for all our children'.

Our commitment is to:

- Ensure early intervention, to keep our region's most vulnerable children safe.
- Invest in creating schools fit for the 21st century, which are at the heart of our communities.
- Raise ambition and attainment, to address inequalities.
- Support children to be healthy and active.

School Aims

We encourage our pupils to -

- Be Achievers
- Be Self -evaluative
- Be Enthusiastic
- Be Independent
- Be Creative
- Be Individual

Our aims help us to deliver a Curriculum for Excellence and allow us to develop Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.



School Ethos

At Brownhall Primary School, within the principles of Curriculum for Excellence, and in partnership with parents and the school community, we aspire to:

Through learning in a caring, stimulating, healthy and holistic environment, we are all given the opportunity to achieve our full potential through inspiration, fun, imagination, individuality and teamwork. Underpinning our vision is the motto "Believe to Achieve".

Our values are -

- Honesty
- Respect
- Friendship
- Responsibility
- Self Belief

About our School

We are a small school on the outskirts of Dumfries, within the Kingholm Quay community. We currently have three multi-composite classes. Our playground, and access to grassed areas, at the rear of the building, provide opportunities for sports activities, outdoor learning and recreational play. Brownhall is fortunate enough to be located within close proximity to the Crichton Campus, DGRI hospital and D&G college, but still within a natural environment, being surrounded by the River Nith and farmland.



School Information

Our school contact details are as follows -

Brownhall Primary School
Glencaple Road
Dumfries, DG1 4TU

Our Head Teacher is Miss Alice Cochrane.
Contact us - Tel: 01387-253-564

gw08officebrownhallp@ea.dumgal.sch.uk

School website - <https://blogs.glowscotland.org.uk/dg/brownhallprimary/>

Council website - <http://www.dumgal.gov.uk/article/15439/Brownhall-Primary-School>

Parental Involvement <http://www.dumgal.gov.uk/schools/Parentzone> <https://education.gov.scot/parentzone>

Our Parent Council Chair - Miss Zoe McKay

Partnership Working

Brownhall Primary works in partnership with Caerlaverock Primary. Miss Cochrane is the non-teaching Partner Head Teacher of both schools and along with the children, staff and parents, works to maximise the learning opportunities for all pupils in her care. Partnership working has a number of distinct advantages, including:

- ensuring consistency of learning and teaching
- providing children with access to a wider group of friends and learning experiences
- increasing the opportunities to develop staff expertise and the sharing of good practice
- maximising resources to the benefit of all

Clearly, as a Partner Head Teacher there will be times when Miss Cochrane is not on the premises of Brownhall Primary. On these occasions, the Principal Teacher Mr Gray, will have responsibility for the school. The school office will, however, be able to access Miss Cochrane's diary and will know where she is and how she can be contacted at all times, should the need arise. Partner Head Teachers have also been provided with laptops to enable them to manage individual school matters irrespective of which school he/she is in at the time. Routine appointments to see the Head Teacher can be arranged for the days Miss Cochrane will be based at Brownhall but if a matter is urgent it will, in most cases, be possible to meet with her even if she is due to be at Caerlaverock Primary.

School roll

44 pupils (non-denominational).

We do not have a nursery attached to the school.

We have 14 pupils in P1/2, 17 pupils in P3/4/ and 13 pupils in P3/4.

School Staff

Head Teacher	Miss Cochrane
Principal Teacher	Mr Gray
Teacher (P1/2)	Miss Mallaby
Teacher (P3/4)	Mrs Kibble/Mrs Barr
Teacher (P5/6/7)	Mr Gray
Clerical Asst	Mrs Wilson/Mrs Finnie
Learning Assistants	Mrs Findlater, Mrs Flockhart, Mrs Hudson & Mrs Wightman
Playground Supervisor	Mrs Armstrong
Kitchen staff	Mrs Stewart
Cleaners	Mrs Pietsch
Crossing Patrol	Mrs Pietsch
Janitor	Mrs Armstrong
Learning Support Teacher	Mrs Currie
Art Teacher	Miss McAuley
Music Teacher	Mrs Montgomery
PE Teacher	

Supply Teachers

From time to time it will be necessary to bring in staff to cover for sickness and staff training. The supply register is maintained by the Council Education Department and we always try to use staff who are familiar with the school and the children. However, this is not always possible, but care is taken to ensure that the work they do forms part of the teacher's planned programme and pupils are generally told when a supply teacher has been booked to take their class.

Contact Us

Finding information

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you uncertainty or concern should be made via the school office. (In Primary Schools this should be made to the class teacher or failing this through the school office) An appropriate member of school staff will then aim to respond to your enquiry directly.

If you feel that you ever need to find out any information, please drop us an email or telephone the office. We do check the voice mails regularly as there is not always a member of staff in the office.

If you have a comment or concern

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your

- Primary Class teacher - if the enquiry relates to classroom practice
- Headteacher -if the enquiry relates to whole school matters or if you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) - if your enquiry relates to whole school matters linked to Parental Involvement.

If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting Edutionsupport@dumgal.gov.uk. At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work. Remember you can also access Dumfries & Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/>

Have-your-say.



School Uniform/Dress Policy

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, poverty 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.

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child. Guidance and more information is available at <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

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.



School uniforms can be ordered via Tesco.com. We carry a stock of recycled uniform, as we know that children can quickly outgrow their school uniforms when they are still in good condition.

School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week.

By following these guidelines Facilities Management – Catering Services:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals The NaturallyD&G brand promoting by Facilities

Management ensures that:

- Meals are freshly prepared, with seasonal ingredients
- Eggs are from free-range hens and our meat is from animals farmed to British welfare standards
- They don't serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients

In addition to the menus handed out in school, Facilities Management – Catering Services has a NaturallyD&G website <http://www.dumfriesandgalloway.scottishschoolmeals.co.uk> that provides supplementary information.

Special Dietary Requirements Facilities Management – Catering Services provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full. For more information call 030 33 33 3000 and ask for Facilities Management – Catering Services.

Free school meals are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits. Free school meals can lead to a large saving each year, nursery and primary school pupils can save £351 and secondary pupils can save £370. You'll also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals. For more information visit <http://www.dumgal.gov.uk/sch>

School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit <http://www.dumgal.gov.uk/article/15245/Free-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. However, it is the Parents responsibility to ensure that their child reaches the designated pick-up point or the school safely. With respect to the safety of any route to a designated pick-up, the Transport Policy states that "All routes are assessed on the assumption that the child is accompanied by a responsible person."

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

When school transport is required for a pupil, the school will contact Education Services. 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://apps.dumgal.gov.uk/findnearest?q>

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school. 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.

Schools should note a new Act on the use of Seat Belts on School Transport (Scotland) 2017. The purpose of the Act is to improve road safety for school children by imposing a duty upon school authorities to ensure that each motor vehicle which the authority provides or arranges to be provided for a dedicated school transport service has a seat belt fitted to each passenger seat, i.e. one seat belt per pupil. See Seat Belts on School Transport <https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>. For the purposes of the Act two kinds of transport service are dedicated school transport services, namely a "home-to-school transport service" and a "school trip transport service". Schools should note however that registered local bus services even if used for the transport of pupils are excluded. A guide for parents on School Transport is being updated and will be available within the school year.



Class organisation

It is the responsibility of the Head Teacher to manage the organisation of classes. The major factor is the number of staff allocated to the school. This is decided by the total school roll, not the number of pupils in any single year group.

Other factors taken into account when allocating children to classes and deciding class sizes include the physical capacity of the learning and teaching areas and any need to accommodate specialist equipment and mobility aids.

The Education Service supports single stage and composite class groups based on a pupil's age. Your child's date of birth normally determines the class in which he or she is placed. There are a few exceptions to this which might be:

- gender imbalances (a single girl/boy would not be placed in a two stage composite class)
- pupils with additional support needs
- placing of siblings and twins

Class Sizes

Scottish Government guidelines state that no single class size should exceed a maximum class size of:

Primary 1	25
Primary 2 to Primary 3	30
Dumfries and Galloway Council policy for Primary 2 and Primary 3 class size is normally	25
Primary 4 to Primary 7	33
Composite classes maximum size of	25
Composite classes are made up of children from two or more year groups.	

In respect of Scottish Government targets this authority aims to reduce the size of P1 - P3 classes as available funding allows.

At the moment Dumfries and Galloway staff P1 to P3 classes at a maximum level of 25 pupils.



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 aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture children and young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work?

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement
- Curriculum levels and stages
- **The curriculum has two stages:** the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests

Playground Supervision

Mrs Armstrong is our Playground Supervisor; she is on duty during the morning interval and lunch break.

Positive Behaviour and Celebrating Success

Promoting Positive Behaviour

It is the aim of the school to create a happy relaxed yet purposeful atmosphere in which children can develop self-discipline, consideration for others and concern for the fabric of the school.

Staff have consistent clear and high expectations of pupils with regard to acceptable behaviour. The school recognises the vital part to be played by co-operation between home and school. Should behavioural difficulties arise, an early referral to parents will be made and possible courses of action will be explored together, in such cases, the full support of parents is expected to ensure the child conforms to the behaviour norms of the school.

If, in the rare and serious event when all else fails, Authority Policy regarding exclusion will be followed. Copies of the policy are available on request.

Celebrating Successes

During assemblies we congratulate the 'Pupil of the Week'. We have three houses: Cairn (blue), Criffel (red) and Solway (green). Each child gains credit for academic, social, physical and creative achievements throughout the week and these are converted into points. Assemblies are an opportune time for the whole school to recognise personal achievements of pupils both inside and outside school.



Language/Literacy

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.

All pupils study French and the older pupils also learn Spanish; the subjects tackled tend to include introductions, weather, numbers 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 ÷. Children are expected to learn multiplication tables, and competence in mental calculations and the use of the calculator are also encouraged. We believe these activities will furnish children with the tools to tackle 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. 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.

Religious & Moral Education

Although our school is non-denominational, 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 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: -

- develop a knowledge and understanding of Christianity and other world religions
- recognise religion as an important expression of human experience
- investigate and understand the questions and answers that religion can offer about nature and the meaning of life
- 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.

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

Technologies

Computers are used as an aid to learning in all classes and technology will permeate all areas of the curriculum.

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.

Expressive Arts

Expressive Arts crosses all curricular areas but in order to ensure continuity in the development of skills and knowledge we employ 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 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 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 concerts where the children delight in entertaining their families through music, song, poetry and drama.

The Wider Curriculum

Extra Curricular Activities

At Brownhall we encourage pupils to take part in a variety of activities. The number of volunteers we have to lead them defines the scope for these extra activities. School staff, Active Schools and parents/friends of the school who have been PVG checked give generously of their time and talents to provide pupils with the opportunity to take part in a variety of activities – eg football, table tennis, and badminton.

Pupil Council

Our pupil council meets regularly. This is a valuable forum for sharing ideas and information and developing citizenship in a meaningful setting.



School Trips

We endeavour to take the pupils out-with the school on a regular basis to extend their education. We are fortunate to have a wealth of educationally rich resources in the near vicinity. We aim to take pupils to appropriate venues to support, in particular, the Inter disciplinary learning programme of topics.

We also encourage visitors to come into school to enhance the curriculum. We have had a selection of drama and storytelling groups and a science workshop on energy and forces. We also have regular visits from the emergency services: Fire Brigade, Police and the School Nurse. We attempt to provide a residential experience for senior pupils on a bi-annual basis. We visited Manor Adventure at Lockerbie this year along with pupils from Ae, Amisfield and Caerlaverock Primaries. On these visits we aim to foster team building, social skills and empathy. Pupils have great fun and take part in a selection of outdoor education activities.

Letters will be sent home informing parents of any outings, giving details of requirements. We are very fortunate in that our Parent Council raises funds to finance some of our trips.

The Community

We encourage parents, pupils, staff and the wider community to work in partnership to ensure that everyone has the opportunity to make the most of his/her time at Brownhall Primary.

Health Group

Our Health Committee takes responsibility for maintaining our Health and Wellbeing at school. We look at all aspects of the Health and GIRFEC (Getting it Right for Every Child).

We may organise school events such as sport and leisure days linked to staying active and healthy. We may work with the Eco. Committee to look at understanding what healthy foods are, and look to plant seeds or bulbs. In our committee we also have J.R.S.O's (Junior Road Safety Officers) who look at road safety and take the lead in running events

dealing with being safe and staying safe in general. We may put on competitions related to an aspect of health and wellbeing and look to get involved with parent council and local area initiatives.

Eco Schools

Our Eco-Committee takes responsibility for Eco-Schools projects and will ensure the whole school is involved.

Various projects are related to keeping our environment eco-friendly.

This could be litter picking, planting and maintaining a garden area, composting, recycling, saving energy and wider community agendas.

Throughout our primary school life we will look at and cover the ten priority areas of Eco-Schools.

Pupil Council

Our Pupil Council takes responsibility for thinking of good ideas about how to make our school an even better place to be.

We help the adults in the school to make the right decisions for everyone involved in the school.

We are the 'voice' of the children.

We may be in charge of different events such as raising money for charities, writing letters to business or organisations out-with the school, fund raising opportunities working with the Parent Council and many more events or ideas that can improve our school.

Home/School Partnership

Parent Council

The Chair of our Parent Council is Miss Zoe McKay; our vice-chair is Mrs Tracy Hudson, our Treasurer is Mrs Mandy Maxwell and our Secretary is Mrs Laney Gillespie.

To communicate with our Parent Council, please email - brownhallparentcouncil@outlook.com

There are lots of ways in which schools, parents, families and the community can work together to give children and young people the best possible education. Schools are most effective when they develop positive relationships with parents and the community they serve. The objectives of our Parent Council are:

- To work in partnership with the school to create a welcoming school that is inclusive for all parents

- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities that 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.

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, and 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 Head Teacher, 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.

Parents can be directed to <http://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and

support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT (formally SPTC). Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot/>

Communicating with Home

Information is shared in a number of different ways:

- By newsletter (via school bag mail and email) - These newsletters contain notification of events and activities and general information concerning the running of the school
- By letter - You will receive letters containing information about specific events e.g. school trips or incidents involving your child. You may also receive letters that alert you to issues concerning the academic progress of your child and which invite you to come in to school to meet a member of staff in order to plan a way forward
- By telephone - If there is a matter we feel is important to discuss with you promptly, we will telephone you e.g. if your child has had a bump on the head or is unwell. It is vital therefore that we have up to date contact details on file. Equally, if you are concerned in any way about your child's progress or well-being, do not hesitate to telephone the school office
- By text messages
- By Reports and Journals of Excellence
- By interviews with teachers - We are keen that all parents take advantage of the opportunity to meet their child's teacher at the Learning Consultation Evenings/Open Days. This allows not only an exchange of information, but also the development of understanding and even a joint strategy to support the child. If you are unable to attend on the appointed date please contact the teacher to re-arrange mutually acceptable alternatives.



Communication is a two-way process. We would like all parents to feel that the school and the staff welcome contact with parents. We are all working together for the benefit of the pupil. We have a range of policy documents in school which inform the teaching process and these can be made available to parents, if they so wish.

Attendance

It is your responsibility as parents to ensure that your child/children attends 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

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. Schools will contact you in writing with any concerns.
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. 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 Head Teacher 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. 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.

A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36].

Pupils who need to leave school during the school day ie doctor /dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school.

Homework

Purposes/Aims of Home Learning

- To continue to build on prior learning that has taken place in school
- To encourage each child to develop his/her skills in various contexts outwith the classroom
- To provide an opportunity for parents to become more involved in their child's learning
- To foster good home/school working relations which benefit each child's development

The amount and frequency of home learning will vary throughout the year, and will be managed by the teacher, with regard to the needs of the children and home setting.

Parents are encouraged to seize this opportunity to work alongside their children and learn more about their child's knowledge, skills and abilities.

Effective two way communication is essential; please make any comment in the homework diary.

How is my child doing? (Assessment and Reporting)

In order to check on progress, diagnose difficulties, discover capabilities and prepare appropriate work the teacher assesses pupils in their daily work. The school maintains a system of continuous assessment of each child's progress and this can be reported on verbally when parents visit the school or attend formal Learning Consultations. When special learning needs are identified, additional assessments



of these needs can be made by the visiting Support for Learning teacher and other personnel from the Authority's Psychological Service

Twice a term, we send home individual learning plans. These are records of discussions your child will have had with their teacher, giving details of recent learning and targets. This session, reports will be provided in June. Learning Consultation Evenings will be held in November to give pupils, parents and teachers an opportunity to discuss learning on an individual basis. For these occasions parents are invited to make prior appointments with the appropriate teacher. This system has been established so that Learning Consultation Evenings can be organised more effectively.

We organise general Open Days, to which all parents and friends are invited. Please come along to see our school in action and allow the pupils the opportunity to share their learning.

The children also keep a Journal of Excellence and a Profile Folder that contains evidence of their learning but also acknowledges the wider aspect of achievement whether within or out with school.

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 Brownhall and parents are made welcome at any time. Please do not hesitate to contact us if there is any matter you wish to discuss.

'Assessment' is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand. It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities. Assessment happens all the time in schools and your child's progress will not just be based on 'test', but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or

projects, etc. Parents will be involved both informally in discussions with teachers, looking at their child's work and also formally through parents' nights, profiles and reports. In senior school children will also have the opportunity to be assessed through a range of qualifications.

Pupils in P1, P4, P7 and S3 complete online Scottish National Standardised Assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

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 for some it may be through more formal, focussed meetings with other agencies.

Learning Consultations – Information for Parents

What is a learning consultation?

A learning consultation is a discussion between your child, their teacher and you self as parent/carer. The conversation will be based around their success and achievements as well as identifying what they need to do to progress in their learning (next steps).

How often do they happen?

We shall ask you to meet with us twice a school year (November and June). There will be a variety of appointments on offer and it is essential that you attend these meeting with your child. You will also be invited into Open Days to look at your child's work.

Why does my child have to come along?

Your child has responsibility for their learning, whatever their age. In school, we are sharing their next steps every day. They reflect on what they are doing well and how they can do better. It is important that at a formal sharing meeting all parties are present so we can work together to ensure the next steps are achieved. Some children not only require extra help from home, but may also need referrals to be made to other partners to support their learning.

What can I do as a parent?

Come to the meeting, this is very important. Be prepared to listen and suggest how you can help your child move forward in their learning.

What can I do beforehand?

Have a conversation with your child about what they think is going well and what they need to work on. There should be no surprises at the meeting.

What happens during the meeting?

The teacher will provide information on where your child's learning is according to Curriculum for Excellence. Everyone will have an opportunity to talk about the learning and agree how it will move forward. There will be an opportunity to ask questions.

What happens after the meeting?

You will get to meet with your child, their teacher and discuss their progress.

Please remember – parents are welcome to contact the school at any time if they have anything you wish to discuss.

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 learners 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 learner's achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education. This is a link to downloads on Parent zone.

In Primary Schools, nationally it has been agreed that profiles will be produced at the P7 although working towards profiles may start earlier than this. Describe the approach your school uses. Parents are involved in supporting their child/children in this process.

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 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

*Information provided by
Education Scotland – Parentzone*

Helping the School –

Being a small school, we really value the help given to us by parents. We already have a valued group who have been through Disclosure Scotland/PVG checks, and help us with Golden Time activities, trips, Bikeability and sporting events however we would welcome further involvement to assist in the provision of more extra curricular activities.

If you have free time and are interested in volunteering, please contact the school office.

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 –

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

For local information please visit <http://www.dumgal.gov.uk/schools>

Support for All

Pupil Support

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.

With regard to pupil involvement, some Primary 7 pupils are nominated to become Buddies to our new pupils. As buddies, they will

- Help any pupils
- Listen to and voice any problems they may have
- Play with any of the pupils if they have no-one to play with
- Be encouraged to be responsible for the pupils in their class
- Help out in their class, on odd occasions, so that they get to know the pupils

Pastoral Care

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy. We also acknowledge The United Nations Convention on the Rights of the Child •Children's rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind. AND The Equality Act 2010 that places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership • Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC (see 12.4)

Our Anti-bullying Policy is available on our website and from the school office.

Our Definition of Bullying: 'Bullying is unwanted, hurtful, repeated behaviour that involves an imbalance of power.'

- The behaviour is often aggressive.
- The behaviour is usually repeated or has the potential to be repeated over time.
- The imbalance of power can be real or perceived.
- The hurt can be physical or emotional.
- Rights & Responsibilities
- Everyone in the school community has a right not to be bullied and a responsibility not to bully.
- Children, Young People or Adults who know of bullying have a responsibility to report this.
- It is the responsibility of all to adhere to the school anti-bullying policy if they suspect that someone is being bullied.
- If bullying is reported it is the victim's right for this to be taken seriously and for School & Authority policy to be followed.
- If bullying is reported it is the perpetrators right for it to be dealt with diligently, consistently and in line with the school and authority policy on such matters.

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 to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional 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 on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

What is Additional Support for Learning (ASL)? If your child has a barrier to learning 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
- Being a young parent Problems at home
- Having English as an additional language
- Being particularly able A learning disability
- A physical disability Autism Spectrum Disorder
- Moving home frequently Attention Deficit
- Hyperactivity Disorder Behavioural difficulties Health
- Problems Bullying Long-term absence
- A sensory impairment Dyslexia/Dyscalculia
- Communication problems Fine or gross motor problems Being a young carer

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 several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, 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 agreed. As a parent you will be closely involved in any review process. 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 overseen by the Supporting Learners Service with responsibility for Additional teachers, learning support staff, other specialists such as speech therapists and parents, 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.

Our Additional Support for Learning Teacher is Mrs Currie and our Learning Assistant is Mrs Wightman. If you have any queries about Additional Support for Learning, please contact Mrs Currie, or Miss Cochrane via the school office.

Further information on the above is available from the school or on the Council website <http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> 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 <https://www.siaa.org.uk/>;
- 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/>.

Getting it right for every child

Dumfries and Galloway

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.

Every child will have an Establishment Contact (Miss Cochrane). If you or your child need any advice or any support, the Establishment Contact 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.

or visit www.dumgal.gov.uk/girfec to see the Dumfries and Galloway services plan.

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 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 can be found at <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>.

At Brownhall we promote an ethos where all members of the school are valued as individuals. We recognise that learning, teaching and discipline are very closely linked. In school, we discuss the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour.

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

There is an expectation that drug, substance and weapons will not be brought onto the school environment "In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early child care and education settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

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 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.

Supporting Learners Service

Early Level Family Support (ELFSO) officers work in the Early Learning and Childcare and Primary Schools as part of the Supporting Learners Service to foster positive and productive links between home, school and community.

Opportunities for All

Opportunity for All Officers work with children and young people (upper primary and secondary) as part of the Supporting Learners Service to help build positive relationships to reduce levels of exclusion and disengagement to enable pupils to achieve successful outcomes and positive destinations. They also undertake attendance officer duties.

Enrolment in School AND Catchment Secondary School

The school year starts in August and children enrol in the January before they start. Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

If you have any queries or would like to arrange a visit, please contact the school office.

The school year starts in August and children enrol in the January before they start.

Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can <http://www.dumgal.gov.uk/article/15237/Deferred-entry-to-Primary-1> choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit <http://www.dumgal.gov.uk/article/15241/School-places> for more information. Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is (School to insert your information) 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>.

Transfer to Secondary

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.

Throughout your child's P6 and P7 year they have a variety of opportunities to visit Dumfries High School.

Pupils normally transfer to the secondary school associated with their home address between the ages of 11 and 12. Your child's school will provide further information on the process when the time comes to transfer. In terms of the Education

(Scotland) Act 1980, parents have a right to choose an alternative school.

Children who have additional support needs may require an enhanced transition experience. A plan to support this will be created with you, your child and with your chosen secondary school.

Induction

Dumfries High School and its Associated Primary Schools are deeply committed to working together for the benefit of all our pupils.

Primary and Secondary staff endeavour as a Cluster Group to:

- Ease the transition of pupils from one sector to another.
- Promote continuity of learning of pupils as they change sectors.
- Promote the effective exchange of curricular and pastoral information on pupils.
- Increase awareness between primary and secondary school staff of how the other sector operates.
- Work together as a Cluster Group for the benefit of our pupils

Support Available

There is a successful, tailored Enhanced Transition Programme for vulnerable young people and those with specific needs identified in Primary School. It effectively involves the home Link Worker, who assists with the facilitation of visits to the secondary for parents and pupils, and helps build confidence and self-esteem of these young people.

Skills Development in Scotland in Primary Schools

Skills Development Scotland My World of Work
<https://www.myworldofwork.co.uk/>

Through MY WOW, Skills Development Scotland work with children from P5-7 through online resources and support the transition of young people.

School Improvements

Improvement Planning and Priorities

In May/June of 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 engagement with staff, pupils and parents. Parents will be asked to contribute to this process - either through the Parent Council or paper format (via mail drop in schoolbags) 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 - a parent friendly version is sent home to all.

Raising Attainment

Improvement in attainment, particularly in literacy & numeracy

Outcomes for learners/school community –

- 85% of P1, P4 and P7 children have successfully experienced and achieved Early/First/Second Levels by 2020.
- An increased number will have closed the Literacy & Numeracy Gaps
- Increased parental involvement/engagement

Sharing the Standard

Improvement in attainment, particularly in literacy and numeracy

Outcomes for learners/school community –

- 85% of P1, P4 and P7 children have successfully experienced and achieved Early/First/Second Levels by 2020.
- An increased number will have closed the Literacy Gap
- A shared standard with both schools and cluster colleagues

Employability Skills

Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Achievements

Here are our Scottish Poetry winners.



We worked with the STEM (Science, Technology, Engineering & Mathematics) team.

Our pupils learned to play the ukulele with Feis Rois.



Our Fun Run

Outcomes for learners/school community -

- Increased parental involvement
- Improved employability skills
- Increased motivation and enjoyment
- Increased challenge

More Information -

In order to help raise attainment and support school improvement, information is gathered from publicly funded schools in Scotland. The Scottish Government has brought a range of this information together in a school information dashboard for primary, secondary and special schools. <https://education.gov.scot/parentzone/my-school/School%20information%20dashboard> and <http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>

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. Please remember that if your child stays in more than one home setting contact details should take account of this.

We will request such information at the beginning of each new school year. Please update this as necessary.

In some emergency situations, when the circumstances near the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe. Schools should also reference Education Services Safer Together Inside guidance and procedures and make this available to parents on request.

Severe Weather and School Closure Arrangements

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.

We shall send text messages to parents as soon as any decision has been made. Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website: <http://www.dumgal.gov.uk/article/15240/Emergency-school-closures>

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 Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

Schools should also include information on their approach to first aid in the school. The Health and Safety (First Aid) Regulations 1981 includes the duty of care referred to in the Approved Code of Practice to persons who are not employees but who regularly visit premises, e.g. pupils in schools. Schools should make clear that they have staff with responsibility for first aid with appropriate training that includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered.

First Aid and Accidents

First Aid equipment is available in the school. Minor cuts and bruises can often be treated at school, but parents can help teachers by impressing on pupils that any accident, however slight, must be reported to a member of staff. Together with our trained First Aiders, promoted staff have the responsibility of administering first aid, replenishing necessary supplies and deciding on further steps to be taken.

If we feel that advice/treatment is necessary from a doctor or the hospital we will make every attempt to contact parents or emergency contact before

proceeding. However, if we cannot make contact with parents/emergency contacts we may have to seek medical assistance without parental consent.

It is very important that the school be kept up to date with:

- Change of address or telephone number
- Place of employment and work telephone number
- Emergency contact's address and telephone number

Medication

A policy statement from the Director for School Services about the administration of medication in schools states the school's duty of care and the school's and parent's responsibilities in respect of the administration of medicines.

The full policy is available in the school office should you wish to read it. We have been provided with a form to issue to parents who request that the school administers medicines to their child. This form must be completed each time that a request is made.

Details of medication administered are kept in the school office. Please tell us about any allergies or conditions which might cause problems for your child whilst in school.

Head Lice

From time to time your child may contract head lice. Head lice are not a serious health problem in this country. They rarely, if ever, cause physical health problems other than itching of the scalp. We have information on how to prevent head lice and how to treat an infestation. Please contact the Head Teacher 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.

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 school work.

Any difficulties found as a result of examinations will be reported to you so that you can take appropriate action.

School Health Programme

P1 Review of Pre-School Health Records (Doctor/
Nurse)

Health questionnaire to parents

Medical examination of selected children

Height and Weight

Vision Testing (Nurse)

P7 Review of School Health Records (Nurse/
Doctor)

Questionnaire to parents

Medical examination of selected children

Vision testing on request

Colour vision testing

Individual health interview with pupils

Data Protection

Each year, your child/young person's school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Headteacher of your school to make this request.

What personal information do we collect from you and why do we need it?

Data about pupils includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils' family will include, names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.



If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC) /School, we have a legal obligation to pass on information to their new ELCC/ School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact miss@dumgal.gov.uk.

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data



are stored securely at your child's nursery or school.

The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a Request to your child's school in the first instance.

More Information or Concerns

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link <http://www.dumgal.gov.uk/article/15129/Data-protection>

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at the Council via dataprotection@dumgal.gov.uk. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school.

The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

Images of Pupils

ICT in Schools

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/ dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed

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 about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

Use of the Internet and Social Networking Sites

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.

More Information

<http://www.hse.gov.uk/services/education/index.htm>
www.hse.gov.uk/services/education/index.htm

Useful Links

<https://caerlaverock.org.uk/>

Staff, Parents and Pupils can access key Policies for the Authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking <http://www.dumgal.gov.uk/schools>. From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

Youth Democracy: <http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

DGvoice: <http://www.dgvoice.co.uk/index.php/youth>

Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>

My World of Work: <https://www.myworldofwork.co.uk/>

Youthlink Scotland: "<http://www.youthlinkscotland.org>" www.youthlinkscotland.org

Citizens Advice Dumfries and Galloway: <https://www.cas.org.uk/bureaux/dumfries-and-galloway-citizens-advice-service-dagcas>

Support in Mind, Scotland, National Rural Mental Health Forum

www.ruralwellbeing.org

Holiday List for Session 2018/2019

Term 1

First day-Tuesday 21st August 2018

Last day-Friday 12th October 2018

Term 2

First day-Monday 29th October 2018

Last day-Friday 21st December 2018

Term 3

First day - Monday 7th January 2019

Teacher Inset (non pupil days) Wednesday 20th -Friday 22nd February 2019

Last day-Friday 12th April 2019

Term 4

First day Monday 29th April 2019

May day holiday 6th May 2019

Last day Friday 28th June 2019

Future school year (2019/20)

Term 1

Teacher training - Monday 19 and Tuesday 20 August 2019

First day - Wednesday 21 August 2019

Last day - Friday 11 October 2019

Autumn holiday - Monday 14 to Friday 25 October 2019

Term 2

First day - Monday 28 October 2019

Last day - Friday 20 December 2019

Christmas holiday - Monday 23 December 2019 to Monday 6 January 2020

Term 3

Teacher training - Monday 6 January 2020First day - Tuesday 7 January 2020

Mid-term holiday - Monday 17 to Friday 21 February 2020

(Teacher training - Thursday 20 and Friday 21 February 2020)

Last day - Friday 3 April 2020

Spring holiday - Monday 6 to Friday 17 April 2020

Term 4

First day - Monday 20 April 2020May Day holiday - Monday 4 May 2020Last day - Thursday 2 July 2020

Summer holiday - Friday 3 July 2020 to Wednesday 19 August 2020

Future school year (2020/21)

Term 1

Teacher training - Tuesday 18 and Wednesday 19 August 2020

First day - Thursday 20 August 2020

Last day - Friday 9 October 2020

Autumn holiday - Monday 12 to Friday 23 October 2020

Term 2

First day - Monday 26 October 2020

Last day - Friday 18 December 2020

Teacher training - Monday 21 December 2020

Christmas holiday - Tuesday 22 December 2020 to Monday 4 January 2021

Term 3

First day - Tuesday 5 January 2021

Mid-term holiday - Wednesday 17 to Friday 19 February 2021

(Teacher training - Wednesday 17 and Thursday 18 February 2021)

Last day - Friday 26 March 2021

Spring holiday - Monday 29 March to Friday 9 April 2021

Term 4First day - Monday 12 April 2021

May Day holiday - Monday 3 May 2021

Last day - Wednesday 30 June 2021

Summer holiday - Thursday 1 July 2021 to Wednesday 18 August 2021

Future school year (2021/22)

Term 1

Teacher training - Wednesday 18 August 2021

First day - Thursday 19 August 2021

Last day - Friday 8 October 2021

Autumn holiday - Monday 11 to Friday 22 October 2021

Term 2

First day - Monday 25 October 2021

Last day - Wednesday 22 December 2021

Christmas holiday - Thursday 23 December 2021 to Friday 7 January 2022

Term 3

Teacher training - Thursday 6 and Friday 7 January 2022First day - Monday 10 January 2022

Mid-term holiday - Monday 14 to Wednesday 16 February 2022

(Teacher training - Tuesday 15 and Wednesday 16 February 2022)

Last day - Friday 1 April 2022

Spring holiday - Monday 4 April to Monday 18 April 2022

Term 4

First day - Tuesday 19 April 2022

May Day holiday - Monday 2 May 2022

Last day - Friday 1 July 2022

Summer holiday - Monday 4 July 2022 to Wednesday 17 August 2022

Term dates can be found at <http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates> School Term dates have been agreed to August 2022. Process to review will start in March 2021 for 2022-2025

