



**Braidbar Primary School  
and  
Nursery Class  
Kyle Drive, Giffnock, East Renfrewshire  
G46 6ES**

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Website: <https://blogs.glowscotland.org.uk/er/BraidbarPrimary/>

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Dear Parents and Carers,

Welcome to our school. At Braidbar Primary we aim to ensure that every child is valued and supported in achieving their full potential so that the whole child is developed. We appreciate that this task requires that we work in close partnership with others and hope that parents/carers and their families enter into a partnership with the school in order that, together, we provide a happy, safe and secure educational environment for all our children. We would encourage you to become involved with the school either through the Parent Council or the various activities, events and meetings that will take place throughout each session.

This handbook has been written to give you information about school life at Braidbar Primary, the different aspects of primary education and guidance about how we can work together to provide the best possible education for your child. I hope that you find it both interesting and informative.

Should you wish to discuss your child's progress or have any other concerns, please do not hesitate to contact the school immediately. Any concerns you may have will be dealt with promptly and in a caring and sensitive way.

We look forward to having you and your families join us at Braidbar.

With kindest regards,

Mrs Gillian Friel  
Head Teacher



### **A note from our Pupil Council**

*We are members of the Pupil Council in our school. We fundraise for different charities; raise money for special school activities and think of ways to make it a better place. This year, we made posters about careful parking around the school and shared these with families. We present at assemblies and remind everyone to be friendly and polite. We will try to make more changes to the school for our friends to help them to feel safe, happy and included.*

*Mariya, Jayden and Abdullah (Primary 2 Pupil Council Representatives)*

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## SCHOOL DESCRIPTION & HOURS

Braidbar Primary is a non-denominational school for children from 3 years to 12 years. The present role is 218 divided into ten classes with an operational capacity of 434. Parents should note that the working capacity of the school may vary dependent on the numbers of pupils at each stage and the way in which classes are organised. The school offers a wide range of experiences which are rich, motivating, exciting and challenging. We focus on the needs of each individual pupil, creating the right learning environment and give all opportunities to develop.

### **Nursery Important Information and Arrangements**

Age range covered: 3 - 5 years

Capacity: 60 morning : 60 afternoon

Braidbar Nursery Class is non-denominational. We welcome children and families of all faiths and no faiths.

If you have any questions about your place in Braidbar please contact East Renfrewshire's Early Learning and Childcare Team.

Telephone Number: 0141-577-3288

Email: [earlylearningandchildcare@eastrenfrewshire.gov.uk](mailto:earlylearningandchildcare@eastrenfrewshire.gov.uk)

Local authorities currently provide 600 free hours a year of early years childcare for all 3 and 4 year olds and eligible 2 year olds.

As part of changes being introduced by Scottish Government, this will go up to 1140 hours in August 2020. East Renfrewshire is rolling-out increased provision in phases, with the aim of meeting its target prior to the 2020 deadline.

Braidbar Nursery class is already offering increased hours to families who meet the banding criteria. More information can be found online at

<http://www.eastrenfrewshire.gov.uk/earlylearningandchildcare>

### **Braidbar Nursery Hours are as follows:**

**Core Hours** – 5 sessions of 3 hours and 10 minutes.

(morning session) 8:50am – 12 noon and (afternoon session) 12:50pm – 4pm.

**Additional Hours** – 5 sessions of 3 hours with your choice of additional time before (1 hour) or after (up to two hours) the nursery session up to a maximum of 30 hours. Charges apply thereafter.

**Extended Hours** – a minimum of 4 hours has to be taken and a maximum of 8 hours in one day to a maximum of 600 hours. Charges apply thereafter.

**Nursery Wraparound Provision**

East Renfrewshire Council offers a wraparound service to all children who attend nursery.

Sessions and charges are shown below.

|                                |                |       |
|--------------------------------|----------------|-------|
| Before nursery session         | 8 am – 9 am    | £2.25 |
| Morning session                | 9 am – 12 noon | £6.75 |
| Lunch session                  | 12 noon – 1 pm | £2.25 |
| Afternoon session              | 1 pm – 4 pm    | £6.75 |
| One hour after the pm session  | 4 pm – 5 pm    | £2.25 |
| Two hours after the pm session | 4 pm – 6 pm    | £4.50 |

**Contract blocks are as follows:**

- Block one August – September
- Block two October – December
- Block three January – March
- Block four April – June

**Please note:**

- Completion of the application form does not reserve or guarantee a place.
- If you opt for Core Hours and only require 50 minutes wraparound then this is charged accordingly.
- Places for each session are subject to availability and are allocated by ballot, subject to which block you are due to start.
- Invoices will be issued in advance of the service starting. Bills should be settled at the point of invoice in order to secure the service.
- No amendments are able to be made to the contract during the block although the contract can be terminated at any time.

The associated secondary school is Woodfarm High School and the cluster primary schools are Giffnock Primary and Thornliebank Primary.

The school building is built on two levels. Large, semi-open plan teaching areas are located on both floors. At ground level there is our nursery and classrooms, a well-equipped gymnasium and dining hall. This hall is also used for breakfast club and after school club. Located on the upper floor are our middle and upper stage classes, the digital technologies room, library/multi-purpose room and staff areas. We have an outdoor multi-use games area (MUGA), playground with an adventure trail and our Secret Garden.

**School Hours**

Early Entry 8.50 am  
 School Opens 9.00am  
 Morning Interval 10.40am – 10.55am  
 Lunch 12.35pm – 1.35pm  
 School Closes 3.15pm

**Nursery Hours**

AM session 9.00am – 12.00pm  
 PM session 1.00pm – 4.00pm  
 Extended Hours Various between 8am – 6pm

### **Hours**

Braidbar Nursery Class is open during the school term.

A note of school holidays is available from East Renfrewshire Council's website:

<https://www.eastrenfrewshire.gov.uk/article/7434/School-holiday-dates-2019-to-2020>

### **Security**

Your children are in our care and while parents and visitors are most welcome, in the interests of security everyone must report to the main door in the first instance. The office staff will be happy to help you. Parents should not enter the school via pupil entrances that are opened to allow children access at appropriate times.

The school is available for community use in the evenings and information regarding application for the letting of school premises may be obtained by contacting:

*East Renfrewshire Council  
Corporate and Community Services  
Business Support Section  
Council Headquarters  
Eastwood Park  
Rouken Glen Road  
Giffnock G46 6UG*

Tel:- 0141 577 3900

E-mail:- [community.facilities@eastrenfrewshire.gov.uk](mailto:community.facilities@eastrenfrewshire.gov.uk)

**STAFF**

|                                     |   |                      |
|-------------------------------------|---|----------------------|
| <b>Head Teacher:</b>                | Mrs Gillian Friel                                     |                      |
| <b>Depute Head Teacher:</b>         | Mrs Christine Carroll                                 |                      |
| <b>Acting Principal Teacher:</b>    | Miss Kim Taylor                                       |                      |
| <b>Teachers:</b>                    | Miss Emma McCaskie                                    | Mrs Lisa Macintyre   |
|                                     | Mrs Katie Stirling                                    | Mrs Laura Kerr       |
|                                     | Mrs Sheena Phee                                       | Mrs Yvonne Moran     |
|                                     | Miss Lucy Graham                                      | Mr Stuart Gordon     |
|                                     | Miss Laura Mann                                       | Miss Natasha Nielsen |
|                                     | Mr Neil Chrystal                                      | Mrs Laura McLuckie   |
|                                     | Mrs Rukhsana Ali                                      | Miss Amy Itcovitz    |
|                                     | Miss Karen Innes                                      | Ms Claire Hughes     |
| <b>Child Development Officers:</b>  | Miss Ann Hardie (Senior)                              |                      |
|                                     | Mrs Kelly Elliot/Mrs Nicola Atherton                  |                      |
|                                     | Ms Tracey Kerr/Mrs Elena Gentile/Miss Roisin Sweeney/ |                      |
|                                     | Mrs Elaine McMenemy/Mrs Louise Nugent/                |                      |
|                                     | Mrs Fiona Miller/Mrs Ashley Paton                     |                      |
| <b>Pupils Support Assistants:</b>   | Mrs Susan Thomson                                     | Mrs Cathy McCaskie   |
|                                     | Mrs Karen Reoch                                       | Miss Amy McGowan     |
| <b>Clerical Staff:</b>              | <b>Office Manager:</b>                                | Mrs Nina Waddell     |
|                                     | <b>Clerical Assistants:</b>                           | Mrs Fiona Cheshire   |
|                                     |   | Mrs Elaine Hodgson   |
| <b>Bi-lingual Support Worker:</b>   | Mrs Bilquees Mohammed                                 |                      |
| <b>Educational Psychologist:</b>    | Mr Eddie McGee  |                      |
| <b>Visiting Music Specialists:</b>  | Mrs Jennifer Duggie – Music Tuition                   |                      |
|                                     | Mr Fergus Kerr - Brass                                |                      |
|                                     | Mr Gerry Doherty - Violin                             |                      |
| <b>Active Schools Co-ordinator:</b> | Mrs Marie Baxter                                      |                      |
| <b>Janitor:</b>                     | Mr Tommy Carroll                                      |                      |
| <b>Cleaners:</b>                    | Mr Steven McIsaac (janitor/cleaner)                   |                      |
|                                     | Mrs Theresa Graham/Mrs Sally Fraser                   |                      |
| <b>Catering Manager:</b>            | Mrs Karen Catlow                                      |                      |
| <b>Catering assistants:</b>         | Mrs Louise Kenny/Ann Marie Cairney/Mrs Louise Reston  |                      |

**Leadership Team Remits**

|                                     | <b>Head Teacher</b><br>Gillian Friel  | <b>Depute Head Teacher</b><br>Christine Carroll   | <b>Acting Principal Teacher</b><br>Kim Taylor  |
|-------------------------------------|---|---|--|
| <b>Curriculum</b>                   | <ul style="list-style-type: none"> <li>• Overview of Curriculum (First, Second &amp; Third Levels)</li> <li>• Curriculum Design</li> <li>• ASN/Staged Intervention</li> </ul>   | <ul style="list-style-type: none"> <li>• Overview of Curriculum (Early Level)</li> <li>• Literacy and English</li> </ul>  | <ul style="list-style-type: none"> <li>• Overview of Curriculum (First Level)</li> <li>• Curriculum Design</li> <li>• Skills for Life, Learning and Work</li> </ul>                            |
| <b>Attainment &amp; Achievement</b> | <ul style="list-style-type: none"> <li>• Implementation of Standardised Assessments</li> <li>• Recognise Attainment &amp; Achievement</li> <li>• Tracking/Target Setting Overview – P5-7</li> </ul>   | <ul style="list-style-type: none"> <li>• Implementation of Standardised Assessments</li> <li>• Recognise Attainment &amp; Achievement</li> <li>• Tracking/Target Setting – Nursery-P2</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Implementation of Standardised Assessments</li> <li>• Recognise Attainment &amp; Achievement</li> <li>• Tracking/Target Setting – P3-4</li> </ul>     |
| <b>Learning &amp; Teaching</b>      | <ul style="list-style-type: none"> <li>• Monitoring &amp; Tracking P5-7, ASN and LC</li> <li>• Monitor Promoted Staff</li> <li>• Learning Visits Nursery - P7</li> <li>• Monitoring ASN Planning</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitoring &amp; Tracking Nursery – P2</li> <li>• Learning Visits Nursery - P7</li> <li>• Playful Pedagogy</li> </ul>  | <ul style="list-style-type: none"> <li>• Monitoring &amp; Tracking P3-4</li> <li>• Learning Visits Nursery - P7</li> <li>• Pupil Led Learning</li> <li>• Interdisciplinary Learning</li> </ul> |
| <b>Meeting Learners Needs</b>       | <ul style="list-style-type: none"> <li>• Child Protection Co-ordinator</li> <li>• ASN Co-ordinator</li> <li>• Pupils’ Behaviour &amp; Discipline</li> </ul>   | <ul style="list-style-type: none"> <li>• Child Protection Deputy Co-ordinator</li> <li>• Pupils’ Behaviour &amp; Discipline</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupil Equity Fund</li> <li>• Pupils’ Behaviour &amp; Discipline</li> </ul>  |
| <b>Ethos &amp; Culture</b>          | <ul style="list-style-type: none"> <li>• Pastoral needs of staff</li> <li>• Assemblies</li> <li>• Pupil Views</li> <li>• Equality Co-ordinator</li> </ul>   | <ul style="list-style-type: none"> <li>• Pastoral Needs of staff (Nursery-P2)</li> <li>• Assemblies</li> <li>• Pupil Views</li> </ul>   | <ul style="list-style-type: none"> <li>• Pastoral Needs of staff ( P3-4)</li> <li>• Assemblies</li> <li>• Pupil Views</li> </ul>   |
| <b>People</b>                       | <ul style="list-style-type: none"> <li>• PRD/Professional Update</li> <li>• Budget Management</li> <li>• CPD Co-ordinator</li> <li>• Attendance (staff &amp; pupils)</li> <li>• Collegiate Agreement</li> <li>• Health &amp; Safety</li> <li>• Student Placement Regent</li> <li>• Data Protection Officer</li> </ul> | <ul style="list-style-type: none"> <li>• PRD/Professional Update</li> <li>• Early Years Staff</li> <li>• NQT Regent</li> <li>• Work Experience Co-ordinator</li> </ul>  | <ul style="list-style-type: none"> <li>• PRD/Professional Update</li> <li>• CLPL facilitator</li> </ul>  |
| <b>Vision &amp; Leadership</b>      | <ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Distributive Leadership</li> <li>• Cluster Management Group</li> <li>• Cluster &amp; School Improvement Plan</li> <li>• Standards &amp; Quality Report</li> <li>• Quality Assurance</li> <li>• Pupil Leadership Team</li> </ul>                   | <ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Cluster Working Group – Literacy &amp; English</li> <li>• School Improvement Plan</li> <li>• Standards and Quality Report</li> <li>• Quality Assurance</li> </ul> | <ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• School Improvement Plan</li> <li>• Standards and Quality Report</li> <li>• Quality Assurance</li> </ul>                    |
| <b>Partnerships</b>                 | <ul style="list-style-type: none"> <li>• Parent Council Advisor</li> <li>• Cluster Liaison</li> <li>• Transitions P7-S1</li> </ul>  | <ul style="list-style-type: none"> <li>• Parent Council Advisor</li> <li>• Nursery Fund Committee</li> <li>• Transitions Pre5-P1, P1 Induction</li> <li>• Neighbourhood Group</li> <li>• SIPP</li> </ul>                              | <ul style="list-style-type: none"> <li>• Parent Council Advisor</li> <li>• Developing the Young Workforce</li> <li>• Business Partners</li> <li>• Parental Engagement Co-ordinator</li> </ul>  |

*Learn and discover, care for each other.*

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## **COMPLAINTS, CONCERNS & SUGGESTIONS**

In order to ensure we provide the best possible service to you and your children, should you have any concerns we want to know about them as soon as possible so that we can deal with any problems quickly and effectively.

You may telephone, email or visit the school and your concerns will be listened to in a sensitive manner. You will receive prompt feedback as to any action taken.

If you have a concern the quickest and easiest way to deal with this is to contact the school directly and speak to your child's class teacher. If you feel the issue is of a more serious nature, you should arrange to meet with a member of the Senior Leadership Team.

The authority's Policy on 'Complaints Procedures' can be accessed through the following link: <https://www.eastrenfrewshire.gov.uk/article/6784/Complaints-procedure>

### **ATTENDANCE AT SCHOOL**

East Renfrewshire Council has a clear policy on attendance. It states:

*'Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment Etc. Regulations 1993 requires each child's absence to be recorded in the school register in four different ways:*

- *as authorised: i.e. approved by the Authority and this includes sickness, religious observance, bereavement etc.*
- *as extended leave with parental consent: i.e. when a family moves abroad for a short time*
- *as unauthorised: i.e. unexplained by the parent (truancy) or most family holidays during term time*
- *as temporarily excluded from school*

Every effort should be made to avoid family holidays during term time. If you have a question about the categorisation of attendance or absence please contact the school.

You are asked therefore to ensure that your child attends school regularly. If your child is absent you should inform the school by telephone or in person before 9am and provide an explanation as to the reason for the absence.

Any unexplained absence may be investigated by the School Attendance Officer.

As non-attendance during term time is a major contributory cause of underachievement, every effort must be made to avoid family holidays at this time. However, should this arise, the school must be informed in advance by letter of the proposed dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

### **Braidbar Primary - Policy on Pupil Absence Monitoring**

It is essential that the school is notified **prior to 9.30am** on the first morning of a child's absence from school. A telephone call, letter or personal visit to the school office detailing the reason for the absence is required in order that class registers are accurate and up to date.

By 9.30am the Absence Monitoring registers must be checked, absences and late-comings recorded and information sent to the office. If there has been no phone call or message from the parents/carers before 9.30am the absence is followed up by the office staff.

Teachers are responsible for registering children in the morning and also checking after interval/lunchtime for any children who have not returned to class.

#### **Absences from nursery**

We expect that your child will attend nursery every day; however, if your child has to be absent from nursery, we ask you to contact us before 9 am or 1pm on the day of her/his absence either by telephone

0141 570 7020 or by e-mail: [schoolmail@braidbar.e-renfrew.sch.uk](mailto:schoolmail@braidbar.e-renfrew.sch.uk)

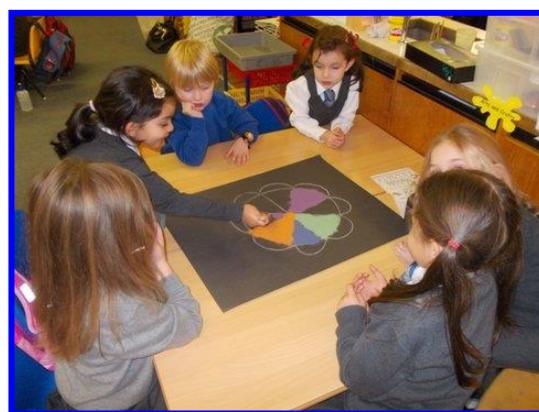
**Appointments** – if children are removed from school to keep medical or dental appointments they should be signed out at the school office. On their return, a return time should be recorded.

Parents are constantly reminded of the importance of all contact numbers being kept up-to-date. The office holds administration information files on all children with 2 parents/carers contact numbers and 2 emergency contact numbers. Administration sheets are sent out for updates each year.

Hopefully with the full cooperation of parents the office staff will have few if any calls to make each morning.

**Children have to attend school only 190 days out of 365 in a year. (i.e.52%)**

**Please therefore do not take your child on holiday during the term.**



*Some enquiring minds at work!*

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## **ENROLMENT PROCEDURES**

Parents who wish to enrol their child at a stage other than Primary 1 should contact East Renfrewshire Council.

### **Primary/Nursery Transfer**

The enrolment of new entrants takes place each year in January. This event is advertised by our nursery, the local press and by East Renfrewshire Council.

Children and their parents/carers will be invited to spend time in the school between April and June to familiarise the children with the building and, if possible, with their new teacher. Parents also have the opportunity to meet staff. Staff from Braidbar will visit other local pre-5 establishments where appropriate, to discuss pupils' needs in the term prior to school entry. Generally children settle quickly in Primary One, following these visits to school.

We hope these experiences will help you and your child become familiar with the school, teachers and other new entrants prior to August.

A Curriculum Workshop takes place in September for Parents. Whenever possible the Early Years Staff work alongside one another to ensure as smooth a transition as possible.

Curriculum for Excellence stresses the importance of recognising and building on prior learning and to ensure this the head teachers of all associated primaries meet regularly at 'Cluster Group' meetings to discuss common issues.

### **Primary/Secondary Transfer**

Braidbar has strong links with our associated secondary school, Woodfarm High School. Pupils are visited by staff from Woodfarm in the third term. Braidbar also enjoys close curricular links with staff from all departments in Woodfarm and the pupils enjoy a variety of learning experiences arranged throughout the session with the pupils from the associated cluster primaries.

The pupils visit Woodfarm over a 2 day period in June along with many opportunities to visit the school throughout the school year. During the 2 day visit they follow a secondary school timetable and gain valuable experience of their new school. Parents are also invited to an information evening at the High School in the second term.

Staff from Braidbar and Woodfarm regularly meet to discuss curricular matters and the implementation of Curriculum for Excellence.

The Head Teachers of Woodfarm Cluster meet regularly to discuss matters affecting both primary and secondary schools.

## PLACING REQUESTS

East Renfrewshire Education Department does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his catchment area school, transport will be provided in accordance with Council Policy.

### Primary/Secondary Transfer

Pupils normally transfer to secondary school to continue their education at the end of their primary seven year. Normally this will be between the ages of 11<sup>1/2</sup> and 12<sup>1/2</sup>.

A placing request will be needed in order to move a pupil attending a denominational school to a non-denominational school. A placing request will also be required for a pupil to move from a non-denominational school to a denominational school.

- ❖ Those pupils living within the catchment of Woodfarm High School will transfer to Woodfarm High School
- ❖ Pupils living outwith the catchment of Woodfarm High School will be expected to attend their local catchment secondary school
- ❖ A placing request must be made if you want your son or daughter to attend any school other than your local catchment secondary school.

Parents will be advised of the transfer arrangements in December of the pupil's primary seven year. A placing request application will be provided at this time. For more information about placing requests for East Renfrewshire Schools you should contact **The Education Department 0141 577 3246**.

Pupils have several educational visits to Woodfarm High School throughout P7. There are some P7 pupils who may benefit from extended transition arrangements. With parental consent, this will be put in place by primary/secondary staff.

All pupils will have the opportunity of meeting pupils from the cluster primaries; Giffnock and Thornliebank. These visits help to ensure smooth transition for pupils.

Members of the Senior Management Team of Woodfarm High School visit our Primary seven pupils, to discuss issues and convey information prior to transition.

**Secondary School: Woodfarm High School**  
**Robslee Road**  
**Thornliebank**  
**GLASGOW**  
**G46 7HG**  
**Tel: 0141 577 2600**

**Head Teacher: Mrs Nicola McGlashan**

## VISION, VALUES & AIMS

### Our Vision

In Braidbar Primary School, we work to ensure we **'Get it Right for Every Child'** and that all children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. We strive for excellence in all aspects of what we do and ensure that we offer a curriculum of the highest quality that will enable our pupils to develop their capabilities as:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school. We believe that pupils should be challenged with a range of learning experiences so that they develop to the maximum of their potential and enjoy learning to the full through the promotion of enthusiasm and curiosity.

Here is a summary of our shared vision created by the Pupil Council in collaboration with our school community:

|   |   |
|---|---|
|    | <h3>Braidbar Primary<br/>Vision, Values and Aims</h3>   |
| <p style="text-align: center;"><b>Values</b></p> <ul style="list-style-type: none"> <li>Responsible</li> <li>Eco friendly</li> <li>Successful</li> <li>Polite</li> <li>Exceptional</li> <li>Confident</li> <li>Team-Players</li> </ul>  | <p style="text-align: center;"><b>Motto</b></p> <p style="text-align: center;">Learn and discover,<br/>care for each other.</p> <div style="text-align: center;">  </div> |
| <p><b>Our Vision</b></p> <p>To be a safe and happy inclusive school, where everyone can learn and succeed and where everyone is encouraged to be the best that they can be.</p> <p>A school where everyone is respectful, treated equally and they feel trusted and supported because strong partnerships exist between home, school and the community.</p> |   |

## SCHOOL PARTNERSHIPS

We work closely with our partner agencies to provide support for pupils and their families.

Our Active School Co-ordinator assists with the organisation of after school activities, training of staff and sporting events.

The Educational Psychologist is a member of our JST and in addition the school nurse and social work can provide advice and support when required. The Educational Psychologist provides training for staff where required.

The campus Police Officer is based at Woodfarm High School but regularly visits the school. He is involved in working with classes as part of their personal & social education programme.

### School and the Community

The school plays a valuable role in the community. We take an active part in community activities. The community itself is an important resource and provides a number of learning opportunities that benefits the pupils.

These include:

- swimming at Eastwood Leisure Centre
- links with Woodfarm Secondary and local nurseries
- excursions by class groups to museums etc
- debates at Council Chambers
- the community police and firefighters at times provide the pupils with a series of presentations on important safety issues
- Primary 7 residential visit



*We celebrate all pupils' achievements throughout the year*

## PROMOTING POSITIVE BEHAVIOUR

The relationship between pupils and teachers is similar to that between a child and his or her parents built on trust and mutual consideration, understanding and tolerance on both sides. The ethos of Braidbar promotes positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and well-being of all. As we are a UNICEF Rights Respecting School, we believe a key aspect of this is for the school community to be aware of rights of the child.

In order to discourage children from behaving inappropriately, we believe it is important to teach them positive behaviours. Staff encourage the children to try and resolve disputes themselves and to take responsibility for their own actions. If a child misbehaves, staff use restorative approaches to discuss the incident with all those involved.

Working in partnership with parents, we hope to foster mutual respect between all members of our school community and encourage a sense of responsibility and self-discipline within our pupils.

We encourage all members of our school community to follow our vision, values and aims as it outlines expectations of pupils. We believe that children should be encouraged to behave well and work hard and we use a number of positive incentives to encourage this. Children are encouraged to earn Golden Time each week.



Bullying is unacceptable in any form. We have a cluster anti-bullying policy and promote an open climate where children are taught that any behaviour which leads to someone being intimidated or hurt must be reported immediately. Staff are extremely vigilant in this regard.

We are in the happy position where the vast majority of our children are extremely well behaved however it is important to stress that any sanctions employed by the school will not be fully effective unless the school has co-operation of the parents.

### **Anti-bullying- Information for Parents**

East Renfrewshire is committed to the Scottish Government's vision of anti-bullying.

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

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

When talking about bullying behaviour, we do not label children and young people as 'bullies' or 'victims'; instead, we talk about those experiencing and those demonstrating or exhibiting bullying behaviour.

### **What is bullying behaviour?**

Bullying behaviour can be physical, emotional, verbal or threatening behaviour and leaving someone out. Something need only happen once for a child or young person to feel worried or scared to go to school.

Bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or e-mails
- Being forced to do things against your will
- Being targeted for who you are or who you are perceived to be

Online bullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person.

### **What are the possible signs that my child may be on the receiving end of bullying behaviour?**

These are some of the indicators that your child *may* be being bullied.

- Any significant change in behaviour e.g. eating less, becoming withdrawn, changes in sleep patterns
- Torn or damaged clothing
- Having possessions go missing or 'losing' pocket money
- Scratches and bruises that can't really be explained
- Not wanting to go to school or having trouble with school work
- Changing the route that is taken to and from school
- Not wanting to go out and play with friends
- Unexplained head/stomach aches and other pains
- Easily upset, unexplained tears or ill-tempered behaviour
- Being nervous about text messages or using the internet
- Giving improbable excuses for any of the above

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

- Always encourage your child to talk about anything that concerns them
- Be calm – try not to let your child see how angry and upset you may feel at what is happening to them
- Reassure them that what is happening is not their fault
- Find out the facts
- Tell your child that you may need to share this information with others in order to help them
- Contact your child's school

**What can I expect the school to do?**

- Schools have a responsibility to investigate all allegations of bullying behaviour
- An investigation should be carried out within three days
- If there is a delay for any reason, you will be informed
- Where appropriate, sanctions will be applied for the child or young person displaying bullying behaviour and if confirmed, the incident can be logged as bullying behaviour
- Support will be provided for your child
- Support to address the bullying behaviour of the other child or young person will also be provided
- All confirmed incidents of bullying behaviour are reported to the Head of Service (Inclusion, Schools and Quality Improvement) annually

**Useful websites:**

**Respectme**

[www.respectme.org.uk](http://www.respectme.org.uk)

**Child Exploitation and Online Protection Centre (CEOPs)**

[www.ceop.police.uk](http://www.ceop.police.uk)

**Cyberbullying.org**

<http://cyberbullying.org/>

**Get Safe Online**

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



*Our pupils enjoying some time on the 'Wee G' bus.*

## PARENTAL ENGAGEMENT

Effective education is a genuine partnership between home and school. In Braidbar, we encourage parents to become involved in the education of their children. There are many ways of fostering such participation and we are always ready to listen to new suggestions. We try to involve you in the work of the school and rely on you to assist and support us in a variety of school activities and outings.

A member of the Senior Leadership Team (SLT) is at the door each morning welcoming the children to school as part of the informal entry system. Parents are welcome to speak informally to a member of the management team at this time.

The Head Teacher or Depute Head Teacher will be available to meet parents / carers who wish to discuss any matters of interest or concern. If parents wish a more lengthy discussion with a member of staff, they should contact the school so that arrangements can be made to release a teacher from class.

At present parental engagement includes some of the following:

- Homework or communication diaries are used at every stage to encourage effective communication between parents and the class teacher.
- Regular newsletters, school website and Twitter giving up to date information about school events, diary dates and pupil achievements.
- Pupil reports to inform each parent of their child's progress.
- Primary One Induction Days for new pupils and parents.
- Workshops to inform parents of curricular developments.
- Information meetings regarding school trips and excursions.
- Parent Council which supports school developments and initiatives as well organising social and fundraising events.
- Correspondence regarding current issues such as homework, parental surveys etc.
- Meetings between parents and school staff and / or external agencies as necessary.
- Twice Yearly parents' meetings.



For more information on parental engagement or to find out about parents as partners in their child's learning, you can either contact the school or visit the Parentzone website at:

[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

Helping Children Learn

[Involving non-resident parents in their children's education – a practical guide for all those working within a learning environment.](#)

## **PARENT COUNCIL**

Braidbar acknowledges the tremendous help we receive from our Parent Council helpers and parent coaches. The life of the school is enriched by this partnership and our pupils benefit greatly from such parental expertise and support.

We have an extremely active Parent Council who meet regularly throughout the year. At the beginning of each session a syllabus of events – usually of a social, educational and cultural nature – is arranged by an energetic and hard-working committee. All new families to the school are contacted early in the session and given the opportunity to join.

Chairperson of the Parent Council : Gail Duff - [braidbarparentcouncil@gmail.com](mailto:braidbarparentcouncil@gmail.com)

The Scottish Parent Teacher Council is the national organisation for Parent/Teachers' Associations and Parents' Associations in Scotland and runs an independent helpline service for all parents. You can contact them by phone on 0131 226 4378, by e-mail on [sptc@sol.co.uk](mailto:sptc@sol.co.uk) or write to SPTC, 53 George Street, Edinburgh, EH2 2HT

## **SCOTTISH SCHOOLS (PARENTAL INVOLVEMENT) ACT 2006**

The Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school. The intention behind the new legislation is to support parental engagement in a much wider sense than before. It aims to help *all* parents to be:

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

The main changes are as follows:

- The school's parent body will decide the size and composition of their Parent Council.
- The method of appointing Parent Council members will be decided by the parents.
- The Parent Council will be required to support school management in improving the quality of education the school provides, and develop the personality, talents and mental and physical abilities of the pupils attending the school.
- The Parent Council will develop and engage in activities which support the education and welfare of pupils.
- The Parent Council can ascertain views of parents on any matter of interest or concern.
- The present system of approval of head teacher spend on books and teaching materials, subject to authority guidance and policy, will be discontinued.
- In future, if representations made to an authority or head teacher remain unresolved, a Parent Council may then make them to HMIE.
- The head teacher has both a duty and a right to attend Parent Council meetings.

The Parent Council will be involved in the appointment of Head Teachers and Depute Head Teachers.

## THE CURRICULUM

We offer our pupils a wide and varied curriculum, which demonstrates the principles of 'Curriculum for Excellence' such as challenge, enjoyment, breadth, depth and a progression from 3-18. We also aim to offer a curriculum which demonstrates personalisation, choice, coherence and relevance.

We endeavour to teach skills across the curriculum e.g. maths skills that link with problem solving and technology, writing skills with science and RE, or social subjects that link art and drama. In all areas the emphasis is firmly based on active learning. Although the areas of the curriculum are illustrated individually, they are in fact inter-related. Within the varied curriculum we aim to provide equal opportunities for all our children, regardless of ability, gender or race. Multi-cultural, anti-racist and anti-sectarian education is actively promoted in this school, as is education for Active Citizenship and Enterprise.

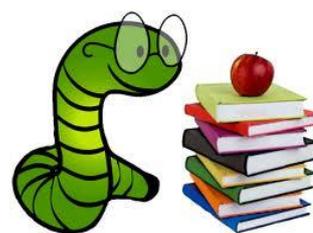


### Mathematics and Numeracy

A carefully structured and balanced maths programme is followed by each child. This involves number, money and measurement, shape, position and movement, information handling and problem-solving and enquiry. The emphasis is on interactive maths and practical work, with children taking an active part in their own learning. A wide range of resources is used, so that mathematical skills and concepts can be developed. We use mathematical games, calculators, computer software and mathematical equipment to introduce and reinforce ideas and concepts. The children's learning is regularly assessed through formative and summative assessments. The core textbook is a mathematics scheme known as Heinemann Maths, which is now in place from Primaries 1-6 and Maths in Action for most of our pupils in P7.

### English Language and Literacy

This includes four elements; talking, listening, reading and writing. Since language permeates the whole curriculum, it is impossible to view in isolation. At all times, teachers are active in developing listening skills, children take part in discussions, report back on experiences orally and in written form where appropriate, and reinforce the skills of reading. Our resources for the teaching of language are extensive to help us to ensure that each aspect is adequately covered. National Guidelines are followed to ensure balance and progression for each individual. The children's learning is regularly assessed through formative and summative assessments.



We have excellent language schemes; Oxford Reading Tree, Big Cat Stories from P1-3, Literacy World and Evolve from P4 to P7 and Bug Club Non Fiction throughout the school. These varied resources address all four elements within Literacy & English.

To help introduce reading to our youngest pupils we also use a resource called Jolly Phonics and Jolly Grammar. From P3-7 we use a variety of comprehension resources to strengthen higher order reading skills such as clarifying, summarising and predicting.



### **Modern Languages**

Children at all the stages P1 –P7 are taught French by trained members of the teaching staff often supported by French language assistants or teaching staff from Woodfarm. We use ‘La Jolie Ronde’, East Renfrewshire materials and ‘Metro’ as our core resources. There is also much emphasis placed on using interactive methodology to enhance the development of language skills.

### **Social Studies and the Sciences**



These subjects may be approached individually in a series of lessons or form the basis of a theme or topic which can vary in duration. At the early stages, pupils might learn more about themselves or their surroundings, building on their previous experiences. By Primary 7 the focus may have moved to the wider world.

Many resources are used including, computer programmes, reference books, film, packs from the local library and the Educational Resource Services, as well as our own school resources.

We often invite visitors to our school to help us e.g. members of the Police, Road Safety Officers, and members of the local community and of course, we also go on educational trips e.g. the local area, museums and exhibitions. These activities are invaluable in enhancing the skills of enquiry and investigation.

### **Health and Wellbeing**

We follow the Health and Wellbeing experiences and outcomes as defined by Curriculum for excellence. In this area of the curriculum we cover mental, emotional, social and physical well being. This is also an area which cuts across other areas of the curriculum and children will revisit some of these experiences in other lessons. All children are engaged in a minimum of 2 hours of P.E each week as well as extra curricular opportunities.

Other curricular areas which fall into the category of ‘cross cutting’ learning are literacy and numeracy.

## **Technologies**

The technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. These include studying technological development in society to enhance creative and organisational skills, problem solving and planning.

Information Communication Technology (ICT) is an integral part of this curriculum area.

All classes have interactive smart boards installed. Pupils also have access to computers, iPads, chrome books and other digital equipment. A wide range of software is used to introduce and consolidate skills across the curriculum.

By the end of their primary school years, pupils will have acquired a wide range of skills and capabilities from their experiences.

Safe use of ICT is essential. Pupils are asked to sign a pledge to show that they will act in a responsible way when using ICT. Further information on 'Safe Use of ICT' is available through the following link:

<https://blogs.glowscotland.org.uk/er/curriculumlinks/links-for-parents/ict-links-for-parents/>

## **Expressive Arts**



Expressive Arts include Art and design, Dance, Drama and Music. Through topic work and as subjects in their own right, we aim for balance, progression and coherence in these areas. Many resources are used to develop the necessary skills in this important area of the curriculum. Visits from travelling theatre groups, musicians etc are encouraged and our children regularly perform in and out of school. Selected pupils receive weekly instruction in brass, string and percussion instruments from our visiting music instructors.

## **Religious and Moral Education (RME)**

Learning through RME enables our pupils to recognise religion as an important expression of human experience. The pupils will learn about and from the beliefs, values, practices and traditions of Christianity and other world religions, other traditions and viewpoints. They will explore and develop knowledge and understanding of religions, other traditions and viewpoints and recognise the place of Christianity in the Scottish context. Our aim is that each child will develop respect for others and understand the beliefs and practices which are different from their own.

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## **Early Learning and Childcare**

We provide for each child an education which is matched to their interests and needs. We provide a broad range of experiences which are suited to the learning needs of our children across the 8 areas of Curriculum for Excellence:

Children are encouraged to choose what they want to do and we support them in taking their learning forward. We observe children at play, we use indoors and outdoors. We listen to them and we interact with them. We involve the children in the planning of their learning. We also ask parents/carers to contribute to the planning and achievement board positioned in the welcome area.

Staff will strive to ensure that children have rich experiences from which they will progress and which will be built upon as they journey to the next stage of their learning.

In general, in enrolling your child at our nursery a you as parent/carer accept that your child will receive Curriculum for Excellence, which meets national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities forming part of the curriculum. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (1) religious observance and instruction and (2) sex education programmes. Other than these two excepted areas however, pupils are required to participate in all parts of the approved curriculum.

Parents may wish to note that in the event of the nursery seeking to make major changes to the curriculum on offer, consultation will be carried out with them and other stakeholders through the Parent Council and by other appropriate means.

## **Learning Books**

Every child will have a Learning Book. This is a collection of children's significant learning and achievements. You can look at these books at any time and we will send them home on a regular basis so that you can contribute.

Twice a year your child's learning and progress will be discussed formally at parent consultations. In addition, a member of staff is available at the beginning and end of each session to discuss any immediate matters relating to your child.

## **Care Plans**

Every child has a Care Plan in the first term at nursery. This plan is a record of important information, gathered at the home visit or if applicable on transition from another setting. It may include information such as allergies, specific toileting needs or that you child needs to wear glasses and so on. You will be asked to read and contribute to the Care Plan by your child's group leader.

## Family Centred Approaches

Parents/carers are important to us and we encourage your participation in many aspects of nursery life. We believe that parents are the first educators of their children and children learn through everything that they experience.

We will offer you opportunities to be part of what we do here at Braidbar by working with you to develop initiatives for home and family learning. We will seek your views through feedback sheets and questionnaires throughout the year and encourage you to add suggestions to our Suggestion Box in nursery. We will ask you to contribute to the Planning and Achievements board to ensure that your child's interests and views are taken into account. We will also ask you to contribute to our school and nursery improvements and tell you how well we are doing.

At all times, we aim make our nursery a warm and welcoming place for everyone. We also provide mums and their babies a comfortable atmosphere where breastfeeding is encouraged.

You will find information about our service on our website and the following links:

search for Education Scotland (HMIE) reports

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>

search for Care Inspectorate Reports

[http://www.scswis.com/index.php?option=com\\_content&task=view&id=7644&Itemid=489](http://www.scswis.com/index.php?option=com_content&task=view&id=7644&Itemid=489)

The Education Department has developed a website which identifies curricular activities suitable for children of all ages. Have a look at what is available for children aged 3-5 years:

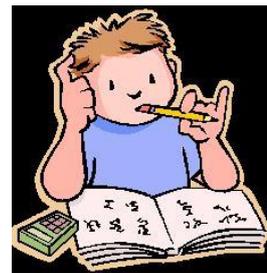
[www.ea.e-renfrew.sch.uk/curriculumlinks](http://www.ea.e-renfrew.sch.uk/curriculumlinks)

You can help your child to learn by playing together at home. Here are some ideas that other parents have given us:

- encouraging your child **to be independent** e.g. in getting dressed and washing their hands before meals enabling them to develop healthy habits in diet, exercise and hygiene and to share with other children;
- **reading to your child every day**, sharing books with them and reading familiar words to them e.g. the labels on their favourite foods, eating places, shops, street signs etc.
- **talking with them and answering questions e.g.** playing remembering games and guessing games such as 'I Spy....'
- **helping your child to match and sort things** e.g. putting together forks and knives or cups and saucers, pairing up socks, sorting out big tins and little tins, putting packets in order of size;
- encouraging your child **to count and use numbers in everyday situations** and in nursery rhymes;
- encouraging your child **to listen** to music, songs, stories and rhymes;
- encouraging your child **to express their ideas and feelings e.g.** using crayons, pens, pencils, paint and through music and imaginative play;
- providing opportunities **to use their fingers and hands e.g.** building with bricks, cutting with scissors, helping with baking, fastening zips and buttons and using a pencil to 'write'.

## HOMEWORK

The benefits of homework are widely recognised. Homework allows reinforcement and consolidation of learning undertaken in class. It provides parents and carers with information about progress being made and involves them directly in their child's learning. Homework supports pupils in planning and organising their work. These good habits will help them in future education and beyond.



Pupils' interest and motivation are maintained by home learning which is varied, interesting, challenging and linked to previous class learning but within their range of achievement. It should also be purposeful, relevant and complementary to classroom practice.

Parents of young children will often be asked to hear reading or help with new words. They may also be asked to help reinforce new skills recently learned. This provides the children with extra practice and starts to build the homework habit. Parental approval gives great encouragement to young readers and provides an early link between home and school. It gives parents an insight into the curriculum and allows parents to experience the tasks being tackled by children.

From P1-P7, appropriate homework will be given on four nights, Monday to Thursday. Some teachers may set it for the week and allow children to complete it whenever it is most convenient to them. Teachers will ask for specific types of homework such as reading, or research work in relation to Social Studies as well as practice and consolidation in basic skills.

In P1 and P2 we would expect homework to take approximately 15 minutes per night building gradually to 30-35 minutes in P6 and P7.

**Homework diaries assist communication between home and school. Please be supportive and sign all homework.**

The parental signature at the end of a homework task is simply to confirm that the work has been completed and its presentation monitored. Please contact us if you have any concern about homework, particularly if your child is exceeding the recommended time to spend on homework.

Find more information at:

<https://blogs.glowscotland.org.uk/er/curriculumlinks/>

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## ASSESSMENT

This is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. We operate a policy of continuous assessment from Primary 1 to Primary 7 in order to build a clear picture of each child's progress.

Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources. This type of assessment is known as Formative Assessment or Assessment is for Learning (AifL).

Three main strands of assessment activity underpin the AifL initiative in Braidbar Primary:

**Assessment FOR learning** focuses on the gap between a learner is in their learning, and where they need to be – the desired goal. This can be achieved through processes such as sharing criteria with learners, effective questioning and feedback.

**Assessment AS learning** is about reflecting on evidence of learning. This is part of the cycle of assessment where pupils and staff set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment.

**Assessment OF learning** involves working with a range of available evidence that enables staff, and the wider assessment community, to check on pupils' progress.

At other times, Summative Assessment strategies are used. In the Primary classes, tests may be used to help teachers assess pupil progress, identify any strengths and diagnose any barriers to learning.

During parent/teacher interviews, teachers will report on children's progress and parents have the opportunity to discuss this and to view their child's work.

In East Renfrewshire Council, all primary 1 children complete Developmental Milestones and Baseline assessment in Literacy and Numeracy. These are carried out in the first few weeks of term. The results are analysed and next steps in learning identified. In addition, Primary 3, 5 and 7 children take part in the authority's Standardised Testing programme. This takes place in February. Children are assessed in Reading and Mathematics. The results are standardised, with 100 being the East Renfrewshire average. Summative assessments will be used periodically in Literacy and English and Numeracy and Mathematics. These can be administered at any time of year and will be used in conjunction with the Standardised Tests.

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**SCOTTISH NATIONAL STANDARDISED ASSESSMENTS (SNSA)**

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

Children do not have to revise or prepare for assessments. The assessments are used as part of routine teaching and learning to help teachers understand how well your child is progressing and to plan next steps. The assessments will not distract from core learning.

The system is designed so that if a child is experiencing difficulty, the questions will get easier, and if a child is doing well, the questions will become more challenging. In this way, the assessments establish children's capacity without them having to face lots of questions that are too easy or too hard for them to answer. There is no pass or fail.

The assessments are as short as possible and are age and stage appropriate. There is no time limit. This is to ensure children do not feel unnecessary time pressure when undertaking the assessments. We do expect, however, that the majority of children will complete each assessment in no more than 45 minutes. Your child will not be expected to take assessments covering reading, writing, and numeracy in one sitting.

Teachers will use this information, alongside a wide range of other assessment information, to discuss with you how your child is progressing with their learning, as part of the normal reporting process in your school.

If at any time during the year you have any concerns regarding your child's progress or welfare, please contact the school to speak to a member of the Leadership Team. If necessary, an appointment can be made to speak to a class teacher if this would prove helpful.

## CURRICULUM FOR EXCELLENCE LEVELS OF ATTAINMENT

The Scottish Government has published data on how pupils are performing in Curriculum for Excellence.

The figures show the percentage of pupils achieving expected levels of competency in reading, writing, listening & talking and numeracy at P1, P4, P7 and S3.

The 2015-16 national information is experimental in nature in that they are statistics that are based nationally on evolving approaches to assessment and moderation and are not yet fully developed.

The link below contains the results of the Achievement of Curriculum for Excellence (CfE) Levels data collection, detailing pupils' achievement (based on Teachers Professional Judgements) in reading, writing, listening and talking and numeracy.

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

The table below shows the national expectations of learning and progression from the early to the fourth curriculum level, during the period from the early years to the end of S3.

| Level            | Stage   |
|------------------|---|
| Early            | the pre-school years and P1 or later for some                                   |
| First            | to the end of P4, but earlier or later for some                                 |
| Second           | to the end of P7, but earlier or later for some                                 |
| Third and Fourth | S1 to S3, but earlier for some the fourth level broadly equates to SCQF level 4 |
| Senior phase     | S4-S6 and college or other means of study                                       |

In general, in enrolling a child at this school a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities forming part of the curriculum at the school. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (i) religious observance, (ii) aspects of relationships, sexual health and parenthood. Other than these two excepted areas, however, pupils are required to participate in all parts of the approved curriculum.

## **REPORTING TO PARENTS**

### **Reporting on Progress**

Reporting will take many forms and we will use appropriate ways to share our children's learning and progress with you.

This may include some of the following:

- Written reports / work
- Children presenting at events
- Open days / evenings
- Folios of children's work
- Parent information events
- Parent consultation events
- Ongoing verbal discussions

Over the course of the school year we will share information on:

- Progress in learning – knowledge and understanding, skills development and development of attributes
- Achievement of a curriculum level, either in part or in full
- Ability to apply knowledge, understanding and skills in new and unfamiliar situations
- Areas for development and next steps in learning
- Achievement in different contexts, including contribution to the life and ethos of the school / nursery and learning outwith school / nursery
- Learner's attitude to learning
- The nature of support for learners and ways that parents can help

At Braidbar we have scheduled Parent/Carer Consultations with the class teacher, where children are also invited to attend, in Term 2 and Term 3. A written report is also shared with parents/carers in June.

Should there be any concerns with a child's progress the school will contact parents / carers and similarly parents / carers are encouraged to contact the school should they have concerns and not wait for a scheduled Parents / Carers' Evening.

## **TRANSITION ARRANGEMENTS**

The transition to a new establishment is a significant event for all children whether this is from home to nursery, from nursery to school or from Primary School to High School. It is essential that the needs of all children are taken into account when planning these events.

### **Transition from Home to Nursery**

Many children start our nursery from another nursery or playgroup provision. It is important that they are given time to settle into new routines with staff and children. On a child's first day at nursery, he/she will normally stay for an hour and a parent/carer will be asked to stay with them. On subsequent days, the child's time in nursery is extended by up to an hour each day, but the adult does not need to remain in the nursery. The majority of children will be able to stay for the whole session after a few days, but some children may take a bit longer; we treat every child individually and work closely with parents to ensure their child has the best start possible.

Parents of new children are asked to complete an "All About Me Book" which gives us information about a child; their family and their likes and dislikes. This can be especially important if a child is finding the transition to nursery tricky, as we can use that information to provide resources and activities which will help them to settle.

### **Transition from Nursery to School**

Many of the children move from our school Nursery to Braidbar Primary, with some going on to other schools. Children transferring to Braidbar Primary School benefit greatly from the transition arrangements offered.

During their time at nursery, children will have had many opportunities to be in and around the school, e.g. attending assemblies, visiting the ICT suite, watching the school Nativity or performing their own nativity to parents and friends.

Members of the Senior Leadership Team with responsibility for the Nursery and Primary 1 regularly discuss the children and visit the nursery class which allows opportunity to get to know the children in a situation which is comfortable for them. Similarly, in the summer term, the Primary 1 teachers will be in the nursery at key times and this gives them a significant period of time in which to see the children at work and play. They in turn, are familiar to the children when it comes to their induction visits to school where they again spend time with their teacher in their P1 classroom.

### **Deferring Entry**

Sometimes children are not quite ready to start school and this can be for a variety of reasons. Where this is the case ongoing discussions between the Nursery and home will be a feature before any decisions are made. Younger children, who have a birthday in January or February, have the automatic right to defer entry to school with a further funded year at nursery.

## **TRANSITION TO HIGH SCHOOL**

Our children transfer to Woodfarm High School. Our school already has very strong links with the High School and the other Cluster primaries. As a Cluster we plan various curricular developments across all primary schools. This includes a comprehensive Transition Programme. Many of the staff from the high school work closely with us and, during their time in Primary 7, the children have the opportunity to meet and work with a number of their future teachers.

Mrs McGlashan (Head Teacher) and the appropriate Head of Year visit the Primary 7 pupils to talk to them about their forthcoming high school experience. The Primary 7s are also visited by pupils from Woodfarm High School who can answer questions about the many different clubs on offer, the uniform policy, lunches, and any other queries the children may have.

During Term 2, there is a Cluster Design Challenge and a Cluster Ceilidh, where all Primary 7 children from Braidbar, Giffnock and Thornliebank, come together to develop their teamwork skills and it provides an excellent opportunity for the children to meet new friends before starting High School in August.

The transition process continues with a two day induction course in June. During these two days, the children have the opportunity to follow a timetable, meet the teachers, meet new friends and familiarise themselves with the layout of the school. The Transition programme is of great benefit to our pupils.

### **Extended Transitions**

*“All children and young people go through transition stages in their school education ... Early or timely planning is required to ensure continuity and progression between stages or breaks in education.”*

*Supporting Children’s Learning – Code of Practice (2005)*

Some children may require support during transitions. This includes between Nursery and Primary 1, Primary 7 to High School or simply between classes at the end of a year. We work together with the Nursery, High School and class teachers to put supports in place to try and alleviate the anxiety that change can sometimes bring to us all.

Extended transitions can include:

- Extra visits to the Primary, High School or class they are moving to
- Meetings with the new teachers who will be involved with the children
- Meetings with the Educational Psychologist, if appropriate
- Transition booklets, their changes set out in pictures
- Visits from the Primary 1 and High School teachers to the children’s own Nursery or Primary School to introduce themselves
- A meeting with parents and pupils at the High School to explain ways to support the children during the transition.

All of these supports go towards creating a calm and settled environment to help children to achieve their potential.

## **ADDITIONAL SUPPORT FOR LEARNING**

Additional support for learning is essentially the responsibility of the class teacher who will ensure that a suitably differentiated curriculum is planned and delivered but occasionally, after consultation with parents, we may call upon the service of our Joint Support Team to offer additional input.

Group and class teaching methods ensure that strengths and areas for development are highlighted quickly. Additional support for learning is applicable at some time to most children, particularly those who experience difficulty or are very able. Members of our additional learning support team provide general advice and guidance for teachers to ensure that an appropriate curriculum is devised and that the most effective resources and methods are employed. Senior staff co-ordinate this support within the school.

Additional support is supplied by teachers of the partially sighted, speech and language and occupational therapists and bi-lingual staff as appropriate.

Pupil Support Assistants have an extremely important role in our school in raising attainment and supporting pupils and teachers.

### **ASL Act: Information and Advice for Parents**

The Education authority has renewed duties under the 2009 ASL Act to provide support and advice for parents of children with additional support needs. The new website for parents provides important advice for parents as well as up-to-date information on parent forums and is up-dated on a regular basis.

<https://blogs.glowscotland.org.uk/er/curriculumlinks/?s=additional+support+needs&searchsubmit=>

### **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 help line - 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 fact sheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

Inclusion: <http://www.ea.e-renfrew.sch.uk/curriculumlinks/Links/Teachers/inclusion.htm>

Mediation: <http://www.ea.e-renfrew.sch.uk/parents/asn/mediation.htm>

## **SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA)**

Dyslexia is a specific learning difficulty. We use the term when a child is having difficulties with aspects of reading and writing when there is a clear difference between these and the way they perform in other areas of schoolwork.

If you think your child may be dyslexic, your first step is to approach the school.

There will be strategies in place to help deal with any problems that teachers have identified. However, if not, assessments may be carried out to establish the nature and severity of the problem your son or daughter is facing. This may involve specialist help and advice from an Educational Psychologist. The school policy is to keep you and your child fully informed of the results of these assessments.

For more advice and information from the authority's Psychological Service contact:

<https://blogs.glowscotland.org.uk/er/PsychologicalService/>

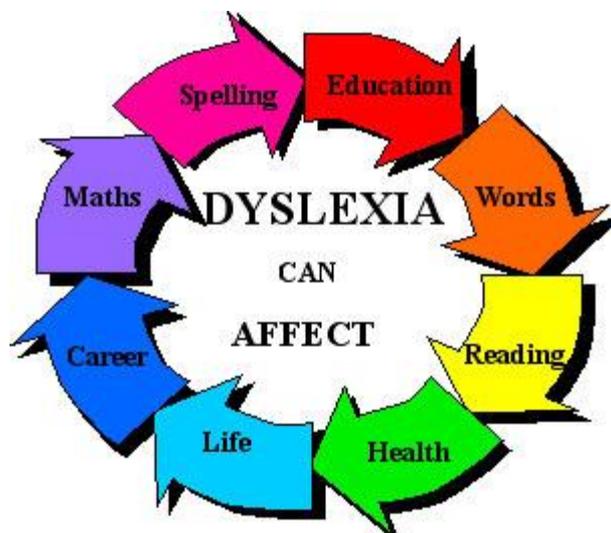
### **Useful Contacts**

For more advice and information from the Education Department contact:

Principal Psychologist  
East Renfrewshire Council  
Psychological Services  
Tel : 0141 876 0886

Outside contact for advice and information are:

East Renfrewshire Dyslexia Parents' Support Group  
Contact through Dyslexia Scotwest  
Dyslexia Scotwest  
181, Whitefield Road  
Govan,  
Glasgow  
G51 2SD  
Tel: 0141 445 0001



## **THE LEARNING CENTRE (ACTIVITY ZONE)**

We have a resource in the school which we call the Activity Zone. This facility is used for a small group that provides a safe and predictable structured programme for children who require some additional support within a nurturing environment. If we feel your child would benefit from this type of support we will contact you on an individual basis to discuss how it will operate for your child. No child will be included in the Activity Zone without the permission of their parent/carer.

**Our Activity Zone**



## **JOINT SUPPORT TEAM**

All schools in East Renfrewshire have a Joint Support Team (JST), which is a multi-disciplinary group to ensure that Pupil Support is planned and delivered effectively through a multi-agency approach.

Our team consists of our Educational Psychologist, School nurse, the School Social Worker and other staff as appropriate. The team meets at least once each term to discuss progress of pupils who are already known to the team, or to introduce pupils who have been referred for support.

Before a pupil is referred to the school psychologist, the team gives consideration to the grounds for referral. You will be asked for your permission for us to discuss your child's needs at a JST meeting and the outcome of the meeting would be reported to you.

If it is decided that there is a role for the educational psychologist, a consultation meeting is arranged for the parents and pupil. The educational psychologist will usually observe the pupil in class, gather evidence of assessment and attainment from teachers and may arrange to do some individual assessment with the pupil. Sometimes a referral is made to another agency such as Speech and Language Therapy or a clinical psychologist. School staff are then advised on the best way to support the pupil and parents are kept informed of progress.

## CHILD PROTECTION

Child protection procedures form part of the annual staff development programme for all staff. Procedures followed are in accordance with East Renfrewshire Council Standard Circular 57 'Child Protection'.

In Braidbar Primary School we take the care, welfare and protection of our pupils seriously. We believe all children have a right to feel safe within the school, home and the community.



Within our school, we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement.

All staff in education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse. Our Child Protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or in the community. These policies are designed to ensure that children get the help they need when they need it.

The Health and Wellbeing experiences and outcomes promote skills, knowledge and understanding to assist children to live safely and feel empowered to reject inappropriate behaviour.

All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families. Where there is no risk to a child's well-being, school staff should respect their right to confidentiality.

Where possible consent to share information should be sought from the child and their parent or carer, the exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection procedures. In such circumstances then the need for consent is overridden and information should be shared with appropriate agencies.

Children and young people should be advised that there are no guarantees to confidentiality, where the school assesses them to be at risk.

The Child Protection Co-ordinator for the school is Gillian Friel. If you wish any further information or a copy of the school policy, please contact the school office.

If you are worried or know of a child who could be at risk of abuse or neglect please speak to the Child protection Coordinator or to a member of staff at one of the following numbers:

|                                   |
|-----------------------------------|
| Social Work Office: 0141 577 3003 |
|-----------------------------------|

|   |
|---|
| Police Scotland Family Protection Unit: 0141 532 4900 |
|---|

|   |
|---|
| Standby Social Work Out of Hours: 0300 343 1505 |
|---|

## SCHOOL IMPROVEMENT

The school, through its self evaluation processes, has identified a continuous programme of review and development which will ensure that the school moves forward with a clear vision.

The aims of the school set out clearly our intention to provide the highest quality of learning and teaching experiences for our pupils that shall be achieved through strong leadership and the commitment and dedication of all staff.

The views of all stakeholders will be taken into consideration in order to achieve our aims and objectives.

The targets included in our strategic plan include:

- ✓ continue to implement *Curriculum for Excellence* and *Assessment is for Learning* programmes, and Local Moderation and Assessment in line with Cluster developments.
- ✓ continue to promote an ethos of high expectations and achievement and strive to maintain and improve attainment levels in reading, writing and mathematics, focusing on the lowest performing 20% and our bilingual learners.
- ✓ ensure that we have effective arrangements in place for meeting learners' emotional, physical and social needs and for child protection.
- ✓ support our children in developing the essential knowledge, skills and attitudes for lifelong learning and prepare them to enjoy a full and varied life.
- ✓ rigorously self-evaluate to identify our strengths and areas for development, involving all staff and our children and parents, informing our plans for the future.
- ✓ continue to implement East Renfrewshire's strategy for parental involvement.



**Our School Choir**

## **EVENTS AND ACHIEVEMENTS**

It is really important to us that our pupils feel they have a say in some of the decisions made and pupil participation is valued and encouraged.

School assemblies are held weekly on Wednesday mornings. They concentrate on celebrating success and highlighting children's achievements and pupils are encouraged to become confident individuals by making a contribution at assembly time. This can take the form of a prepared presentation, a demonstration of a particular talent or hobby. In line with a Curriculum for Excellence, pupils who are Confident Individuals, Effective Contributors, Successful Learners or Responsible Citizens and have the "evidence" for this have their achievement recognised.

### **Pupil Council**

Each class has a pupil council representative. The Pupil Council meet regularly and have a say in what they would like to happen in the school. The Pupil Council works hard to make Braidbar a better school and it leads campaigns to help keep the local environment safe and clean. They also meet with the Director of Education throughout the school session.

### **Sport and Clubs**

At Braidbar, we have a wide range of after-school clubs to help develop the athletic and sporting skills of our pupils.

### **Educational Visits and Outdoor Learning**

At all stages of the school, children are involved in a variety of visits which relate to and make more meaningful the work being carried out within the classroom.

### **ECO School**

As a school we have achieved four ECO flag awards and a Go Greener Award. Our enthusiastic ECO committee meets regularly and leads a range of eco-initiatives.

### **The Junior Road Safety Officers**

The JRSOs help to educate pupils about being safe on the road. They lead competitions throughout the year and present safety information at assemblies.

### **Rights Respecting School**

The **Rights Respecting School** Award (RRSA) is an initiative run by UNICEF UK, which encourages **schools** to place the UN Convention on the **Rights** of the Child (CRC) at the heart of its ethos and curriculum.



## OTHER INFORMATION

### Data Protection - GDPR

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the **General Data Protection Regulation 2018** and may only be disclosed in accordance with Codes of Practice. For further information please contact the school. East Renfrewshire Council's Privacy Notice can be found on pages 47-49.

### Equal Opportunities Provision

The school has in place a range of policies and practices which reflect our support for equality and social justice. These include equal opportunities, promoting racial harmony and anti-bullying.

It is our belief that all children are entitled to equality of opportunity in all areas of life; academic, physical, social and pastoral and we as a staff are committed to the promotion of equal opportunity and social justice.

The Education Department now has a specific duty to gather information on the effect of policies and practices on the educational opportunities available to disabled pupils and on their achievements. It also has this duty in relation to race and gender. It is for this reason that pupils and their parents and carers may be asked to respond to questions, which require them to share information that may be personal and sensitive.

### Equalities

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Braidbar Primary has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator Gillian Friel and can be contacted by email or by telephoning the school.

### **Out of School Care Provision**

Braidbar After-School Care Service operates a 'Breakfast Club' in the gym hall from 8.00am to 9.00am and an 'After-School Club' in the gym hall from 3.15 pm until 6.00 pm each week day. For further details contact Caroline Norwood on 07449 332491.

### **Supervision of Playground and break times**

An adult presence is provided in playgrounds at break times in terms of the Schools Safety and Supervision of Pupils (Scotland) Regulations 1990.

When the weather is poor (e.g. heavy rain) the children will be kept inside to play in their classrooms. Obviously their teachers will be having their break so supervision will be provided by support staff and the Senior Management Team. We therefore require in the interests of safety, the highest standards of behaviour.

### **Information in Emergencies**

We make every effort to maintain a full education service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closures and reopening. We shall keep you informed by letter, our school and Council website. Announcements may also be made on local radio and in the press.

For more information on Emergency Closure of Schools and Establishments and Severe Weather Conditions visit:

<http://intranet.erc.insider/CHttpHandler.ashx?id=4193&p=0>

### **Composite Classes**

Composite classes are made up of children from more than one stage, e.g. P4/5. At Braidbar we may have composite classes on a yearly basis. We endeavour to ensure that children are not in a composite class throughout their schooling and they have experience of working with all the children in their year group. We ensure that children are not disadvantaged by their class placement and that their academic and social needs are addressed both sensitively and accurately. The main criteria used when forming classes is 'working groups', based on language and maths.

### **Photography at Braidbar**

We take photographs/ films of our pupils when at school or engaged in educational activities. These photographs and videos are essential for many school administration tasks, as well as a valuable record of school life through social media and online. At the start of each session families are asked to complete a Photo and Video Consent Form, which gives us permission to use images and video clips in different ways.

## CLOTHING AND UNIFORM

In East Renfrewshire we strive to achieve our vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* in a variety of ways and supporting schools to robustly implement school dress codes / uniform is another way of reinforcing our drive for excellence in all that we do.

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire are encouraged and supported by the Education Committee and Education Department to actively promote the wearing of approved items of school uniform. In promoting the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of sex, race, age, disability, sexual orientation and religion or belief.

East Renfrewshire's Education Department expects and strongly encourages its schools to have a high standard of uniform as it can:

- contribute to school security and personal safety;
- instil pride in the school and contribute to its values;
- promote a positive and professional work ethic;
- help pupils to see schools as places of learning;
- support positive behaviour and discipline;
- encourage identity with, and support for, school ethos;
- promote equality of opportunity and social justice;
- protect children and young people from social pressures to dress in a particular, fashionable or expensive way;
- nurture cohesion and promote good relations between different groups of pupils; and
- foster a spirit of partnership among pupils and staff, between home and school, and between community and school.

Dressing for Excellence is a policy approved by East Renfrewshire's Education Committee and was formulated following discussions with Head Teachers and Parent Council Chairpersons. We have listened to parents complain about tensions which can arise in homes when children and young people show disregard for their school's uniform / dress code or, indeed when they pressurise their parents to buy them expensive items of clothing to wear to school in order to keep up with or show off to their peers. Having a partnership approach between home and school can help youngsters to resist such pressures and develop their understanding of school as a place for learning and work, rather than a place to impress friends and socialise. School uniforms are an economic and practical solution to take away the debate about what to wear to school.

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

- fail to identify children / young people as a pupil of Braidbar
- are not in keeping with the school ethos
- potentially, encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances should pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils should not be denied access to examinations as a result of not wearing school uniform. Parents of children receiving family income support, family credit, housing benefit, or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any request for such grants made by parents in different circumstances are at the discretion of the Director of Education. Information and application forms may be obtained from schools and from area and education offices.

## Nursery Uniform

- Soft shoes with velcro (**no crocs, slippers or shoes with laces please**)
- Outdoor shoes with velcro
- Trousers or skirts which are easy for your child to use the toilet and dress themself.
- Nursery sweatshirt and polo shirt (can be ordered in school or online at Academy Uniform Shop, East Kilbride)
- Wellingtons and warm waterproof jacket (we play outdoors in all weathers)
- Backpack containing 2 spare sets of underwear and socks

Please label all items of clothing as things get lost and found in a busy play environment.

For more information on Dressing for Excellence visit: <http://www.ea.e-renfrew.sch.uk/curriculumlinks/Links/Parents/Parental%20Leaflets/DressingForExcellence.pdf>

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

In partnership we have agreed on the following approved items for specific stages. No polo shirts to be worn throughout the week for P6 and P7. Polo shirts should be used to change into for PE. P1 – P5 shirts or polo shirts are acceptable.

Blazers are encouraged to be worn by all pupils. I would ask that any blazers which could be recycled should be handed into school. I am seeking support from our Parent forum to set up and run a recycling programme for this.

Details of the uniform are:

**P1-5** White shirt or polo shirt (on PE days)  
 School Tie  
 Grey skirt/pinafore  
 Grey trousers  
 Grey jumper or blue sweatshirt  
 Navy blazer with school badge  
 Dark blue/black shower proof jacket  
 Grey/white socks or grey tights  
 Appropriate footwear (not trainers)  
 Blue gingham dress (summer months)

**P6-7** White shirt  
 School Tie  
 Grey skirt/pinafore  
 Grey trousers  
 Grey V-neck jumper or cardigan  
 Navy blazer with school badge  
 Dark blue/black shower proof jacket  
 Grey/white socks or grey tights  
 Appropriate footwear (not trainers)

All children require shorts/tracksuit bottoms and a polo shirt/t-shirt for P.E. A drawstring bag for holding gym shoes/trainers should be provided in order that pupils can store these throughout the week on their peg. During P.E. activities jewellery should not be worn.

**PLEASE HELP US BY LABELLING ALL ITEMS OF CLOTHING.**

**Lost property is located in a box beside the main doors in the lower corridor.**



## SCHOOL MEALS

We use a cafeteria system, which allows children to purchase their choice of a hot meal or cold snack and special diets are available by parental request which can be arranged through the Catering Manager. P1 to P3 children do not pay for school catering.

Menu information can be found on the school and Council websites. Meals are supervised and our children are encouraged to use good table manners.

Children who prefer to have a packed lunch should carry this in a separate bag from the school bag in case of leakage. Drinks should not be carried in glass or tin containers for safety reasons.

We operate a 'cashless catering system' where each child is issued with a 4 digit PIN which then allows them to pay for their lunch prior to purchase.



### **ParentPay**

It is easier for you to pay for school meals and trips online – ERC's ParentPay service means you won't need to send your son or daughter into school with cash or cheques, you can simply pay online via the school or Council website (please note that there is **no admin charge on debit card payments** and a 2% admin charge for credit card payments).

To pay on-line, please visit the ERC website and select the following:

- On-line services (at right hand side of screen)
- School payments
- Make on-line payment
- School payments (at left hand side of screen)
- Choose Braidbar Primary School from pull-down box, then hit select
- Choose 'School meals' from pull-down box, then hit select
- Then fill in your child's details – you must input your child's unique SCN (Scottish Candidate Number) in the "pupil reference" box

Children can check the balance of their account at the till point. Alternatively, parents of younger children can check their balance via the school office or by checking Parent Pay.

Children are not allowed to go into a minus on their lunch account. If they have insufficient funds to pay for a meal they are issued with a 'Virtual Voucher' by the school office. This will then allow them to buy a lunch. Re-payment of this can be made via Parent Pay.

Children of parents receiving income support are entitled to a free mid-day meal and free milk and those children will automatically have their monies paid into the machine for them. Information and application forms, for free school meals, may be obtained from school or education offices.



### Healthy Eating in School

The school operates a healthy tuck shop at interval and payment for these items operates in the same way as for the mid day meal i.e. children pre-pay using their 4 digit number.

Children should have a water bottle, which should be filled with fresh water and brought to school each day.

Pupils who are purchasing a lunch or having a packed lunch are not allowed to leave the school grounds. If they are going home for lunch they should be accompanied by an adult. Pupils are not allowed to leave the school during the morning interval. Parents should encourage their child to follow this safety rule.

In Braidbar Primary School we operate a Family Service for P1-3. The idea is to have the children sitting to be served their school meal and to encourage them to have a quality social and dining experience. This encourages them to take full lunch entitlement and make healthy choices about the food they will try while spending social time with their friends.

**Hot Meal (£2.00)** – Soup, Choice of 3 main meals including daily vegetarian/halal option, Drink  
Choice of dessert e.g. Fruit salad, ice cream or yoghurt

**Cold Meal (£2.00)** – Soup, Sandwich or Baguette with filling, Drink, Choice of dessert e.g. Fruit salad, ice cream or yoghurt

All meals also include bread, salad (lettuce, tomato & cucumber) on 'an as much as you like' basis.

## Healthy Eating In Nursery

*Setting the Table,*  
NHS Health Scotland

Good nutrition is important because:

it ensures optimal growth and development

it encourages children to develop a taste for healthy

Eating times are an important part of children's social wellbeing. We have snack time in nursery every session where children can spend time together with their friends and adults to relax and recharge their energy.

We offer milk or water to drink. Children will have a choice of healthy snacks to eat and they vary according to seasonal availability.

e.g.

- ❖ apple
- ❖ pear
- ❖ banana
- ❖ strawberries
- ❖ crackers
- ❖ breadsticks



We try to involve children as much as we can in the preparation of snacks. Sometimes, children will make and bake with friends.

We ask that sweets and crisps are not brought to nursery as we are a health promoting establishment. As well as this, we have children with allergies and we need to be sure that we are controlling carefully what foods are consumed on the premises.

We promote a **NUT FREE ZONE**. Children with peanut allergies can become very ill and some can have a very low tolerance of even nut-based products. Therefore we would ask for your support on this matter to avoid serious illness.

Please let us know if your child has an allergy and we will amend our snacks accordingly.

### Tooth brushing

In line with tooth brushing national standards the children brush their teeth every day when in our care. We are an accredited Smile Too establishment and therefore adopt the Smile Too approaches to nutrition and oral health. Parents/carers will be asked to complete the tooth brushing consent form at enrolment.

### Nursery Funds

Parents are asked to contribute £0.50 per session to a voluntary nursery fund. This can be paid via Parent Pay. The money pays for the children's daily fruit snack, special treats on occasions such as St Andrew's Day or Sports Day. During festivals such as Christmas, the fund helps to purchase a gift for the children. Last session, for example, we purchased new Travelling Teds and accessories. Our Fund Committee has two parent members, who work in partnership with staff and the children. Together we agree on how the budget should be spent. Parents may see the accounts at any time or read the minutes of the meetings.

## TRANSPORT

The Education Authority has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be revised at any time. Parents who consider that they are eligible should obtain an application form from the school or council offices.

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year, but may be subject to delay while arrangements are made. Where there are vacant seats on a dedicated school vehicle these can be offered as privileged places to pupils not eligible for free school transport. There is a charge for this and full details and an application form can be obtained from the Education Department Offices, Main Street, Barrhead (0141 577 3258/3279). These places are normally allocated in September once it has been established if there are any seats available. Should there be more applications than places available a ballot will take place.

For more information on Free School Transport visit:

<http://www.ea.e-renfrew.sch.uk/curriculumlinks/Links/Parents/Parental%20Leaflets/Free%20School%20Transport.pdf>

### PICK UP POINTS

Where free transport is provided, it may be necessary to walk a certain distance from home to the pick-up point and from the drop-off point to the school in any one direction. This distance will not exceed the authority's limits (see paragraph 1 above). It is a parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Children are normally transported to and from school to allow arrival before 08:55 and return after 15:15.



## MEDICAL AND HEALTH CARE

### **Reducing the Risk of Transmission of Infection**

Children who have an infectious disease should not be at school. They should only return after the risk of spreading infection to others has passed.

It should be noted that certain infections, if caught by a pregnant member of staff or parent, can pose a danger to her unborn baby. You are therefore asked to notify the school office if your child has one of the following infections:

- German Measles (Rubella)
- Chickenpox
- Slapped Cheek (Parvovirus)
- Measles
- Shingles

**Minor Accidents:** These are treated by school staff. In the event of a child taking ill at school, the home/emergency contact is informed and the child supervised in class or in the office until he or she is collected from school. In the case of a head bump, parents are contacted as a precaution.

**Serious Accidents or Illness:** Parents or emergency contacts are notified immediately.

### **\*THE IMPORTANCE OF HAVING AN UP TO DATE EMERGENCY CONTACT CANNOT BE OVER EMPHASISED\***

**Routine Medical Examinations:** Routine medical examinations are held from time to time throughout the pupil's school life. In P1 a height and weight examination is made on each child, with P7 pupils receiving a health interview. P1 & P7 pupils are also given dental and sight checks.

Parents are asked to inform the school in writing if there are any particular medical requirements for their child or of any special arrangements to be made in the event of a child being taken home.

**Medicines:** Under certain circumstances school staff may administer essential medicines to children. Parents are required to hand in the medicine at the school office and complete a medical form giving details of the dose etc. Parents should consider whether or not it may be a better option if the medicines can be given at home or if an adult nominated by the parent could come to school to give the medicine, however **pupils should not bring paracetamol etc into the school.**

Many children now use inhalers. Spares can be stored in the medical room where they can be collected by the child as required.

### **Medical Information and Emergencies**

#### **Medication in Nursery**

Where appropriate, we can administer prescribed medication to children. You will be asked to read and complete permission forms. All medication must be labelled, with an expiry date, before we can store or administer medication.



**GDPR PRIVACY NOTICE - EDUCATION****Who will process your information?**

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock, G46 6UG for the administration of Education and any additional support you or your child may require.

**Why do we process your information?**

Your information is processed to help us administer education provision and related functions within East Renfrewshire. Your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

**What is the legal basis for us to process your information?**

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973.

The law gives certain types of information special significance because of its sensitivity e.g. health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

**Do you have to provide your information?**

Education needs your information to allow us to carry out public tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.

**How do we collect information about you?**

Most of the information the council holds about you will come from you as an individual and it provided at your first encounter with education whether it is applying for a place in an early learning and childcare establishment, support in the early years or applying for a place in one of our schools.

Such information includes:-

- Child's Forename
- Child's Surname
- Child's gender
- School Stage
- Details of child's medical condition
- Any other name child is known by
- Child's date of birth
- Address including postcode
- Mother's/Carer's Name
- Father's/Carer's Name
- Mother's/Carer's address including postcode
- Father's/Carer's address including postcode
- Mother's/Carer's telephone number
- Father's/Carer's telephone number
- Mother's/Carer's email address
- Father's/Carer's email address
- Single Parent/Carer family
- Name of Brother/Sister
- Date of Birth of Brother/Sister
- School stage of Brother/Sister
- Additional Information Support Application
- School applying for
- Preferred Alternative School

**GDPR PRIVACY NOTICE... cont.**

Early Learning and Childcare place applied for  
 Council Tax Evidence  
 Mortgage Statement  
 Rental Agreement  
 Rental Agreement End Date  
 Landlord Registration Number  
 Birth Certificate  
 Baptism Certificate  
 Date of Baptism  
 Name of Church venue  
 Child Benefit Statement  
 Utility Statements  
 Other Catchment Evidence

**How long will we keep your information?**

The council will hold your information from when your child first has contact with one of our services through to five year beyond them leaving school.

**Who is your information shared with?**

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information will be shared with SEEMIS, CRB, ParentPay, the Diocese of Paisley (in Roman Catholic schools), Scottish Government including their Analytical Services, Education Scotland, Glow (Scotland's national education network), SQA, 2Cqr, BAM FM (Carlibar Primary, Barrhead Mearns Castle, Williamwood, Woodfarm High Schools), Bellrock FM (Mearns Primary and St Ninian's High), Skills Development Scotland, Scholar (Heriot Watt University) and East Renfrewshire Culture and Leisure Trust.

The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes. Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

**Do we transfer your information outside the UK?**

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK.

**Profiling and automated decision-making**

The Education Department does not use profiling or automated decision-making for administration.

**Your rights**

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right.

**Access personal data held about you**

You have the right to access personal information the council holds about you by making what is known as a subject access request. You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

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**GDPR PRIVACY NOTICE... cont.**

1. Request rectification of your personal data - You have the right to request that the council corrects any personal data held about you that is inaccurate.
2. Request that the council restricts processing of your personal data - You have the right to request that the council restricts processing your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.
3. To object to the processing of your data - You have the right to object to the council's use of your personal data. The council will have to demonstrate why it is appropriate to continue to use your data.

**Complaints**

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer  
East Renfrewshire Council  
Council headquarters  
Eastwood Park  
Giffnock  
G46 6UG

or by email at [DPO@eastrenfrewshire.gov.uk](mailto:DPO@eastrenfrewshire.gov.uk)

You have the right to complain directly to the Information Commissioner's office (ICO).  
The address of their head office is:

Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5EF  
Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at [www.ico.org.uk](http://www.ico.org.uk)  
The ICO also have a regional office at:

45 Melville Street, Edinburgh EH3 7HI  
Telephone: 0303 123 1115 e-mail: [scotland@ico.org.uk](mailto:scotland@ico.org.uk)

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.

School Holidays 2018-19

| School holidays first term 2018 to 2019 |                                   |
|---|-----------------------------------|
| Teachers return                         | Monday 13 August 2018             |
| In-service                              | Monday 13 August 2018             |
| In-service                              | Tuesday 14 August 2018            |
| <b>Pupils return</b>                    | <b>Wednesday 15 August 2018</b>   |
| <b>Last day of school</b>               | <b>Thursday 20 September 2018</b> |
| September Weekend                       | Friday 21 September 2018          |
| September Weekend                       | Monday 24 September 2018          |
| <b>Re-open</b>                          | <b>Tuesday 25 September 2018</b>  |
| <b>Last day of school</b>               | <b>Thursday 11 October 2018</b>   |
| In-service                              | Friday 12 October 2018            |
| <b>Re-open</b>                          | <b>Monday 22 October 2018</b>     |
| <b>Last day of school</b>               | <b>Friday 21 December 2018</b>    |

| School holidays second term 2018 to 2019 |                                   |
|--|-----------------------------------|
| <b>Re-open</b>                           | <b>Monday 7 January 2019</b>      |
| <b>Last day of school</b>                | <b>Thursday 7 February 2019</b>   |
| In-service                               | Friday 8 February 2019            |
| Mid term                                 | Monday 11 February 2019           |
| Mid term                                 | Tuesday 12 February 2019          |
| <b>Re-open</b>                           | <b>Wednesday 13 February 2019</b> |
| <b>Last day of school</b>                | <b>Friday 29 March 2019</b>       |

| School holidays third term 2018 to 2019 |                               |
|---|-------------------------------|
| <b>Re-open</b>                          | <b>Monday 15 April 2019</b>   |
| <b>Last day of school</b>               | <b>Thursday 18 April 2019</b> |
| <b>Re-open</b>                          | <b>Tuesday 23 April 2019</b>  |
| <b>Last day of school</b>               | <b>Friday 3 May 2019</b>      |
| May Day Holiday                         | Monday 6 May 2019             |
| In-service                              | Tuesday 7 May 2019            |
| <b>Re-open</b>                          | <b>Wednesday 8 May 2019</b>   |
| <b>Last day of school</b>               | <b>Thursday 23 May 2019</b>   |
| May Weekend                             | Friday 24 May 2019            |
| May Weekend                             | Monday 27 May 2019            |
| <b>Re-open</b>                          | <b>Tuesday 28 May 2019</b>    |
| <b>Last day of school</b>               | <b>Thursday 27 June 2019</b>  |



**IMPORTANT ADDRESSES**

Director of Education: Mrs Mhairi Shaw  
East Renfrewshire Council  
211 Main Street  
Barrhead  
G78 1XB  
Telephone: 0141 577 3479

Community Education Officer: Community Facilities Section  
East Renfrewshire Council  
Eastwood Park  
Giffnock  
G46 6UG  
Telephone: 0141 577 3099

Clothing Grants/Free meals: Customer First  
Telephone: 0141 577 3001

Local Councillors: Cllr Vince Waters  
Cllr Jim Fletcher  
Cllr Gordon Wallace  
East Renfrewshire Council  
Eastwood Park  
Giffnock  
G46 6UG  
Telephone: 0141 577 3000

East Renfrewshire Council web address: <http://www.eastrenfrewshire.gov.uk>



*Opportunities for outdoor experiences*