

# St. Thomas' Primary School Handbook

2021



Love

Understanding

Faith

## **VISION, VALUES AND AIMS**

### ***Vision Statement***

In St Thomas' Primary and St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

### ***Values***

We value Love, Faith and Understanding.

### ***Aims***

To promote the moral purpose of learning and teaching to; unleash potential, raise attainment, tackle inequity and transform the life chances of each and every learner, especially those most in need of support.

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## Welcome to St. Thomas' Primary

Dear Parents/Carers,

Everything that we do in St Thomas's is guided by our school values of: Love, Faith and Understanding. It is with these values in mind that I warmly invite you to read our School Handbook.

It is an absolute pleasure to serve the children and families of Neilston and East Renfrewshire. St Thomas's Primary has a proud history of delivering high quality education to the children of our community. We are supported so well by parents, families and the local community. We work in true partnership to deliver the best outcomes for your precious children. It is a true community school with a collective endeavour to be the best that we can be, in all that we do.

At St. Thomas' Primary we aim to provide the highest quality of education for the children in our care, so that they are encouraged to achieve their full potential. Being part of a top performing authority, East Renfrewshire Council, supports our children in having the highest of aspirations and achieving their ambitions.

We are proud to nurture and develop our learners into responsible citizens of the world. Guided by our values of Love, Faith and Understanding, we help to grow children into **creative, resilient, independent, curious, and brave** individuals. We love every minute of working with your children and supporting them in their journey through school and preparing them for the wider world now and into their future.

I hope you find this handbook interesting and informative. If any questions are left unanswered please contact our school by email on [SchoolMail@st-thomas.e-renfrew.sch.uk](mailto:SchoolMail@st-thomas.e-renfrew.sch.uk) or by telephone 0141 570 7420.

Please also visit our school twitter feed which is updated regularly [https://twitter.com/St\\_Thomas\\_ERC](https://twitter.com/St_Thomas_ERC) and <https://blogs.glowscotland.org.uk/er/StThomas/> website

If you would like to visit the school, I would be delighted to welcome you.

Yours sincerely,  
**Ian Gillies**  
**Head Teacher**



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## SCOTTISH CATHOLIC EDUCATION SERVICE

Published by the Scottish Catholic Education Service on behalf of the Bishops' Conference of Scotland

### A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good. All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



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**Section 1**  
**General School Information**

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## Contact Information

School Name:	St. Thomas' Primary School
Address:	Broadlie Road Neilston East Renfrewshire G78 3ET
Telephone Number:	0141 570 7420
Email:	<a href="mailto:schoolmail@st-thomas.e-renfrew.sch.uk">schoolmail@st-thomas.e-renfrew.sch.uk</a>
Website:	<a href="https://blogs.glowscotland.org.uk/er/StThomas/">https://blogs.glowscotland.org.uk/er/StThomas/</a>
Denominational Status:	Roman Catholic
Coeducational Status:	The school is coeducational
Cluster Secondary:	St. Luke's High School
Stages Covered:	P1 to P7
Current Roll:	145
Agreed Capacity:	231

Parents should note that the working capacity of the school may vary dependant on the number of pupils at each stage and the way in which the classes are organised. When the head teacher deems it necessary to form composite classes, the parents will be informed.

## Organisation of the School Day

Early Entry	8:50
School Day Begins	9:00
Morning Interval	10:40 – 10:55
Lunch Break	12:35 – 13:25
School Day Ends	15:05

## **Important Address**

Mr Mark Ratter  
Director of Education  
East Renfrewshire Council  
211 Main Street  
Barrhead  
Glasgow  
G78 1SY

Telephone: 0141 577 3000

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## School Website

Our school website and twitter account are updated regularly. Our monthly newsletter and important reminders and information are posted on a regular basis. We also use text messaging and email as a means of communication with parents.

<http://blogs.glowscotland.org.uk/er/StThomas/>

[schoolmail@st-thomas.e-renfrew.sch.uk](mailto:schoolmail@st-thomas.e-renfrew.sch.uk)

[https://twitter.com/St\\_Thomas\\_ERC](https://twitter.com/St_Thomas_ERC)

If you would like further information about the school, please do not hesitate to contact us. We would also be pleased to hear from you if you have any suggestions for improving the content or presentation of our School Handbook.

## Visits of Prospective Parents

Should you wish to find out more about St Thomas', you are most welcome to visit the school and discuss the education provided. Please telephone the school office to arrange an appointment. The school office staff will advise you on next steps if you wish to enrol your child in St Thomas' Primary.

## Application for Enrolment

<https://www.eastrenfrewshire.gov.uk/apply-during-school-year>

In East Renfrewshire applications for enrolment for Primary 1 are taking place between December 2020 and March 2021 by deadline for P1 and S1 of 31<sup>st</sup> March 2021.

Children resident in the catchment area whose fifth birthday falls between the 1<sup>st</sup> March that year and the last day of February the following year can apply for enrolment at St Thomas'.  
<https://www.eastrenfrewshire.gov.uk/apply-for-p1>

Should you wish to enrol your child at a stage other than Primary 1 please telephone the school office to arrange an appointment. You can request to enrol your child with East Renfrewshire admissions on Phone: 0141 577 3246

Most school children attend their local primary or secondary school, but parents can choose to apply for a place for their son or daughter in

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another school. If you are interested in making a placing request for a school in East Renfrewshire and want to find out more, visit the council website.

You've the right to make a placing request for your child to be educated in a school other than your local catchment school.

You will find more information here:  
<https://www.eastrenfrewshire.gov.uk/article/1229/Placing-requests>

You need to submit a placing request if:

- you wish for your child to attend a school other than your local catchment school
- you don't live in East Renfrewshire
- you wish to apply for a place at Calderwood Lodge Primary School
- your child already attends an East Renfrewshire school and you want them to transfer to another school within East Renfrewshire
- at the point of transferring from primary to secondary school you wish for your child to attend a secondary school other than your local one

You also need to apply for a placing request if you live within the catchment area of the school your child attends and, at a later date, move out of the catchment area. This is called a request to remain.

If you're making a placing request for Calderwood Lodge Primary School, a different set of criteria is used to allocate places. Please contact the Education department on 0141 577 3246 for further information.

- <https://www.eastrenfrewshire.gov.uk/placing-requests-form>

If you are interested in finding out specific information about a particular school you should contact the school directly or visit the East Renfrewshire Council website. If you want to make a placing request for your son or daughter for the school session beginning in August 2021

## PLACING REQUEST

East Renfrewshire Council Offices  
Education Department,  
211 Main Street  
Barrhead  
East Renfrewshire  
G78 1SY

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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/her catchment area school, transport will be provided in accordance with policy.

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## **SCHOOL UNIFORM**

*Over the last few years we have benefited from the support of our parents in the wearing of uniform items and have maintained the high standards of dress among our pupils.*

*We know that parents share our view that uniform encourages a feeling of belonging to St Thomas' Primary, promotes a positive work ethic and supports positive behaviour and community.*

### **Extraordinary Uniform Policy 2020 / 21 for All Year Groups**

- Navy blue trousers or skirt
- Pale blue shirt with our school tie
- Pale blue polo-shirt
- Navy blue sweatshirt or knitwear
- Black shoes or trainers. N.B children will be making use of the outdoors so consider appropriate footwear
- Waterproof jacket

### **The School Uniform consists of:**

- Navy blazer/dark jacket
- Navy blue trousers or skirt
- Pale blue shirt with our school tie
- Pale blue polo-shirt
- Navy blue sweatshirt or knitwear
- Navy cardigan/jumper
- Black school shoes (not trainers). Pupils are encouraged to change into outdoor trainers at play and lunch time if they wish.
- All pupils are expected to wear a shirt and tie to school every day.
- Primary 1 to Primary 3 pupils can wear a school polo shirt on P.E. days.
- Waterproof Jacket

### **Gym Kit:**

- Dark shorts or tracksuit bottoms
- School polo-shirt or a plain white/pale blue t-shirt
- Trainers or sandshoes
- No jewellery – earrings should be removed on gym days

In order to reflect these standards of dress, we ask pupils to keep school shirts buttoned and tucked in, to wear ties knotted to the neck and to wear skirts of an acceptable, modest length, footless tights are not acceptable

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 school uniform. Wearing school uniform instils a sense of pride in the school and promotes a positive environment.

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

- fail to identify children as pupils of their school
- potentially cause faction

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- could cause offence (such as anti-religious symbolism or political slogans)
- cause health and safety difficulties, such as dangling earrings
- cause damage to flooring
- be used to inflict damage on other pupils
- carry advertising, particularly for alcohol or tobacco
- present a security issue for the school through being valuable items

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform. :

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## **Pupil Belongings and Valuables**

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

## **Playground Information**

An adult presence is provided in the playground at break times in accordance with the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. During intervals, our Pupil Support Assistants and janitor interact with the children and are vigilant to ensure that all pupils are happy and safe. From time to time a decision is made for your children to have their break indoors. Primary 7 monitors, support staff and the senior management team supervise the children during this time.

## **Parking**

The school has limited parking space and encourages parents to walk with their children to school. Community Safety Officers and police patrol the area at regular intervals to ensure there is no illegal parking or acts which can lead to safety risks for the children.

## **School Transport**

### **Who gets free school transport?**

School transport is provided for pupils who attend their catchment primary school and live:

- 2 miles away or more
- 1 mile away or more and gets both a clothing grant and free school meals (in agreement with qualifying benefits)
- 1 mile away or more and has 3 or more older siblings



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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. 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 15.00.

## School Office

The school office is open daily from **8:45 to 3:45**. The school building is fitted with a secured entry system – the door is on a timer and can only be opened from indoors. All visitors should press the buzzer for the school office at the main entrance, where you will be directed appropriately.

If you wish to speak to any member of staff you must:

- Report to the school office
- Sign in
- Wear your visitor's pass at all times
- Sign out before leaving

## School Meals/Packed Lunches

It is easy to pay for school meals with the 'ParentPay' service. You won't need to send your son or daughter into school with money, you can simply pay online at 'ParentPay', see the weblink below. A link to this is also available on our school website.

<https://www.parentpay.com/parent-account-faqs/#sectionactivate>

<https://www.parentpay.com/>

**Please note: We are now a 'cashless' school. There is no longer a revaluation machine in the school. All money must be paid through Parent Pay online.**

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Children of parents receiving income support or job's seeker allowance are entitled to a free lunch. Information and application forms for free school meals may be obtained from the school or Education Offices.

Facilities are available for children who require special diets and for those who wish to have packed lunches.

## **School Clothing Grants and Free School Meals**

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 requests 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 school and from the Education Offices.

<https://www.eastrenfrewshire.gov.uk/freeschoolmeals>

## **School Menus**

Menus can be accessed through the link below:

<https://eastrenfrewshire.gov.uk/article/1225/Primary-1-to-7-lunch-menu>

Please take time to look at these in advance with your child to enable them to order a meal that they will enjoy. Children order their meal each morning during registration.

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## Pupil Attendance and Absence



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

If you have a question about the categorisation of attendance or absence please contact the school.

If your child is absent you should inform the school by telephone between 8:30 and 9:00 on the first day of absence. It would be useful if you could indicate when you expect your child to return to school. If we have no information about your child by 9:15 the school office will contact you.

Any unexplained absence will be investigated by the Head Teacher. If a pattern of unexplained absences develops, the Education Authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter of the Children's Hearings if necessary. The school will monitor attendance on a monthly basis and if concerned about any individual will contact parents and, where appropriate, the attendance officer. In order to reduce the level of absence in schools, the Scottish Office has requested that a yearly attendance target is set for each school.

**Family holidays during term time disrupt a child's education and reduce teaching time. Parents should inform the school by letter, before going on holiday, of the dates. Holiday absence during term time will usually be categorised as unauthorised, a letter will be sent home informing you of this.**

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## Health Issues, Communicable Diseases

If your child becomes ill at school we will try to contact you by telephone. You should also provide the school with an emergency contact number. Minor accidents are dealt with by our trained First Aider, but in the event of a more serious accident we will try to contact you immediately. In an emergency we will contact the local doctor or take your child directly to the Royal Alexandra Hospital in Paisley. It is imperative to ensure the school has up-to-date information on any particular medical requirements your child may have.

All Primary 1 pupils will have a height and weight check. In Primary 7 the school nurse will carry out a vision check, they will notify you of any concerns regarding your child. Each year children in Primary 1 and Primary 7 have a dental inspection, a letter is issued to parents prior to the examination for consent and parents are informed whether or not any further treatment is required. Health checks will only be made with your permission.

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



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## Emergency Closures and Adverse Weather

We make every effort to maintain a full educational service, but on some occasions circumstances do arise which lead to disruption. School may be affected by, for example, severe weather, power failure or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by text, email, letter, through ERC website:

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

and our own school website:

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

Announcements may also be made in the press and on local radio. In the very rare event of there being an emergency closure, all attempts will be made to contact your emergency contacts. Further information on procedures for emergency closure of schools and establishments e.g. severe weather conditions can be obtained from the following link:

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



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## SCOTTISH CATHOLIC EDUCATION SERVICE **RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL**

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration. <sup>1</sup>

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of prayer is completed by religious services conducted, sometimes as part of an assembly, to mark special occasions – e.g. the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

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While Religious Education is governed by a separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing the pupils together and creating a sense of community. However, it also makes clear that the parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Parents have a legal right to withdraw their children from religious education and observance (Section 8, Education Act 1980) and this can be put into effect by notifying the school of their decision.



**Section 2**  
**Curriculum and Assessment**

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## School Ethos, Values and Aims

### School Prayer



***St Thomas bless our school.  
We ask you to bless all of the adults and children in it.  
Give us the strength and courage to always do our best.  
Help us to show love for one another,  
And to treat those we meet in our daily lives with,  
care, respect and understanding.***

***Amen***

- Our Vision, Values and Aims were established in partnership with pupils, staff and parents. Our Pupil Council also played an active role.
- We believe that pupils learn best in a secure, nurturing and happy environment which provides the highest quality of education where they feel confident, valued and trusted.
- We nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.
- We support pupils to respect the right of other people to hold beliefs different from their own (Articles 14 & 30 of UNCRC).
- We aim to unleash potential, raise attainment, tackle inequity and transform the life chances of each and every learner, especially those most in need of support.

## Everyone Achieving, Everyone Attaining Through Excellent Experiences

### St Thomas' 3 – 18 Curriculum Rationale



What our parents want for their children and young people:

- Happy and healthy
- Respect for self and others
- Included
- Successful
- Aspirational
- Innovative
- Enthusiastic
- Kind and honest
- Confident
- Role models with a keen sense of community
- High levels of achievement and attainment

What our children and young people want:

- A wide range of opportunities for wider achievement
- Real-life learning experiences
- High quality learning and teaching
- Support for those who need it most
- High quality feedback on learning
- Innovative use of digital technology
- Opportunities to use pupil voice

What our staff want for our children and young people:

- Well rounded individuals
- Healthy
- Resilient
- Positive work ethic
- Displaying tolerance and understanding
- Honest
- Social skills
- Displaying the four capacities
- Capacity to love
- Having self-belief
- Respectful and responsible
- To fulfill their potential using their God-given talents

### Curriculum for Excellence

4 capacities  
Entitlements  
Principles of Curriculum design  
Experiences and Outcomes  
Effective planning using ERC Skills Framework  
Interdisciplinary Learning  
Cluster curriculum maps  
School/Cluster/authority Moderation activities

### Learning, Teaching and Assessment

Key focus on Literacy, Numeracy, Health and Wellbeing.  
Skills for learning, life and work,  
Curriculum planned to provide blend of discrete subject development and high quality, relevant interdisciplinary learning experiences.  
Technologies used effectively to support and enhance learning and teaching.  
Playful pedagogical approaches  
Partnerships to enhance quality of provision  
Educational visits, visiting speakers  
Learning assemblies/curriculum workshops  
Staff curriculum leadership  
Professional Enquiry/ CLPL for staff  
Carefully planned formative/summative assessment  
Focus days/weeks (world of work, science)  
Citizenship/creativity encouraged and embedded  
Scottish culture, history and language celebrated  
Website/twitter to showcase learning  
Developing parental engagement  
Pupil voice and opportunities to plan and lead learning,  
Outdoor learning  
Pupil House Groups / House Captains

### Our School Community

Strong presence and identity within village of Neilston  
Links and partnership working with Neilston Development Trust  
Close links with St Thomas' Parish  
Productive partnerships with parents and carers  
Collaborative Leadership and strong ethos of collegiality.  
Celebration of successes and achievements  
High expectations and aspirations for all

### Personalised Support

**Universal / Targeted / Removal of Barriers**  
Children supported through transitions and strong partnerships provide a coherent experience for all learners (Family centre to P1/P7 to S1 and between each stage of the primary school)  
GIRFEC principles and values are embedded  
Carefully managed and monitored Wellbeing Plans.  
Targeted support for children in Lowest 20% and in lower deciles of SIMD.  
Nurture Group  
Skills groups  
Rights Respecting School  
Pupil voice  
Learning conversations  
After school and lunch time clubs  
'Bounceback' resilience programme  
Scrutiny of assessment data, Standardised test results/baseline/milestones/tracking database/  
professional dialogue focussing on each child  
Parental engagement

## St. Thomas' Primary School

### Our Curriculum



Love

Faith

### Understanding

#### The four contexts for learning

1. Ethos and Life of the school
2. Curricular subjects and areas
3. Interdisciplinary Learning
4. Opportunities for personal achievement

#### Self Evaluation

Lesson Study Approach  
Support and challenge  
Moderation  
Robust monitoring procedures that lead to improvement  
Pupil Voice  
Quality dialogue  
Learning Rounds  
Teacher self-evaluation against standard for Registration  
PRD/Professional Update

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## **Rights Respecting Schools**

### **Convention on the Rights of the Child**

**Article 29:** *Children have the right to know their rights! Adults should know about these rights and help children learn about them, too.*

UNICEF, the United Nations Children's Fund, is the world's leading organisation for children. Their work is based on the UN Convention on the Rights of the Child which outlines the rights of every child, regardless of who they are and where they live, to grow up safe, happy and healthy.

St Thomas' Primary we are committed to achieving the UNICEF Rights Respecting Schools Level 2 Award. We have placed the values and principles of the Convention on the Rights of the Child (CRC) at the heart of our school ethos and within the curriculum. By making our children aware of their rights and responsibilities, we hope that they can make informed decisions about their learning, health and well-being and become rights-respecting global citizens.

## **House System/Pupil Voice/Pupil Voice Committees**

It is really important that **all** our pupils have a say in the decisions made for them and that pupil participation is valued and encouraged by all in the school. As a Rights Respecting School, our pupils are encouraged to express their right to give their opinions and for adults to listen and act upon them (Article 12 of UNCRC). Our Pupil Voice House Groups are central to gathering views across the school and used as a tool to develop leadership at all levels.

Each child and adult is placed within a House Group. House Groups have responsibility for a number of areas of school life such as, Eco, Fairtrade, Anti-Bullying, Children's Rights, and Improving Learning etc. In addition we also have: Mini Vinnies (link with St Thomas Parish), Digital leaders and Junior Road Safety Officers. All teaching staff have responsibility for leading many areas of school life. These are an important way for us to ensure that children play a central role to driving forward improvements and developments across the school and within the community.



## **Celebrating Achievement**

We regularly celebrate achievement of our pupils through our House System. This is done through regular house meetings and at assemblies. We like to share our achievements on our twitter page. We love to celebrate out of school achievement too, so please send your child to school / contact us if there are any successes that you would like to share with us.

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## Rights Respecting School Vision and aims

We aim to provide a safe, health promoting, stimulating environment and a curriculum of the highest quality that will enable our pupils to:

- Benefit from a commitment to the integrated education and formation of the whole person, in close partnership with parents **(Article 29 of UNCRC)**
- Develop as confident and motivated individuals with enquiring minds who make informed choices and who can solve problems and make reasoned evaluations **(Article 13 of UNCRC)**
- Gain knowledge, skills and understanding appropriate to a fast-changing technical world and Scotland's place in it, so that they may become self-reliant and adaptable **(Article 17 of UNCRC)**
- Acquire in particular, the enabling skills of literacy, numeracy and communication
- Develop an understanding of the past which will help them live successfully in the present and to plan intelligently for the future
- Develop an enterprising attitude and thus experience the value of co-operation
- Understand the feelings, cultures and beliefs of others, to respect their values and to consider thoughtfully their own attitudes, beliefs and values **(Articles 14 & 30 of UNCRC).**
- Achieve their full potential and to take pride in that success whilst taking pleasure in the achievement of others **(Article 28 of UNCRC).**
- Relate to others, manage themselves and pursue an active and healthy lifestyle **(Articles 15 & 31 of UNCRC).**



## **Promoting Positive Relationships and Positive Behaviour**

### **Our Rationale**

*'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.'* **Curriculum for Excellence**

The development of a positive learning environment is essential if effective learning and teaching is to take place within an educational establishment. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and between learners themselves.

The policy is based on a set of core principles identified by the group which permeate all aspects of the guidance: **Respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness and unconditional positive regard.**

### **Purposes/aims**

Aims of our Promoting Relationships and Positive Behaviour Policy, in accordance with Getting it Right for Every Child, are to:

- Promote positive teaching and learning environments across all establishments.
- Value every child and develop a climate of mutual respect in all our establishments.
- Maintain high expectations of the children/young people themselves, schools, support services and the community.
- Bring the work of all agencies together to encourage a partnership approach to promoting positive relationships and behaviour.
- Promote early intervention.
- Demonstrate that relationships are at the heart of an excellent school.
- Include all our children and young people in their schools and communities.
- Improve achievement and attainment.
- Actively promote the development of nurturing establishments and communities.
- Ensure staff develop an in-depth understanding of emotional and behavioural issues.
- Provide high quality staff development opportunities.
- Teach children and young people the social skills needed to interact positively with others.
- Promote an ethos of empathy and understanding of all children, young people and their families.

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- Reflect constantly on our practice in order to improve interventions and outcomes.
- Recognise and meet our duties and responsibilities as corporate parents

## **Preventative Approaches**

***“In any whole school approach, there will be an emphasis on preventative approaches, such as negotiation, problem solving and interpersonal and communication skills”*** (Nelson)

St Thomas' takes a holistic view of promoting positive relationships and behaviour and uses every possible opportunity across our educational provisions to teach the skills required for this through all subjects, conversations and our day to day interactions with children and young people.

“Behaviour” must be considered in the same way as any other area of the curriculum where staff would assess, plan, teach, differentiate and evaluate in order to ensure that pupils understand and develop the skills required. This work sits at the heart of the Health and Wellbeing curriculum, particularly the aspects that are ‘The Responsibility of All.’

## **Nurturing and restorative approaches**

St Thomas' adopts a nurturing and restorative approach to promoting positive relationships and behaviour in our establishment.

Through nurturing approaches learners can grow and develop their resilience and emotional ability to form relationships and deal with difficult situations. Our understanding of nurture must be based on the 6 principles originally identified by Marjorie Boxall:

- Children's learning is understood developmentally
- The classroom offers a safe base
- **Nurture** is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

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## Key principles of Restorative Approaches

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

## Why Use Restorative Approaches?

Pupils seek fairness from adults who are dealing with behavioural issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

## Restorative approaches can:

- Manage the varied expectations of behaviour standards which exist among all school staff
- Help develop a Whole School positive ethos
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships or terminates them in a positive way
- Support any necessary sanctions by processes of learning and reconciliation

## How Can Restorative Approaches Be Used?

Restorative Approaches can be used at different levels at school:

- As **preventative** – to promote positive relationships within the Whole School Community
- As **responsive** – and repairing when difficulties arise
- As part of support and intervention for more long-term and persistent difficulties

The approach involves including an individual in finding a solution to the problem. Instead of asking '**Who's to blame and how are we going to punish them?**' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as '**who has been affected and how?**' and '**How can we put it right and learn from this experience?**'

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## Partnership Approaches

***What do we live for, if not to make life less difficult for each other?"***

(Eliot)

Having a supportive, collegial ethos is essential to the positive relationships and behaviour in a school. **Children are central to all partnership working.**

Key principles of effective partnership working include:

- Open and honest communication
- Inclusive attitudes
- Acceptance and understanding of different experiences, values, backgrounds and perspectives
- Being mutually supportive
- Being able to recognise and work to each other's strengths and challenge each other appropriately
- The development of shared goals
- A common purpose and everyone aware of the big picture
- Being able to talk about what they are doing, seeking opportunities to coach each other and give feedback

## Parents as Key Partners

Parents and carers are an educational establishment's best resource in terms of understanding a child and their needs.

The Parental Involvement Act (2006) states that parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education. When parents and schools work together, children and young people do achieve more. The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with staff and their peers.

Staff will benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers.

It is important when dealing with children and young people's more challenging behaviour that parents feel supported and not 'blamed'. Families come from very diverse experiences and circumstances and it is important for staff and the whole school community to remain non-judgmental and open when working with parents.

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## **Some examples of parental involvement to improve behaviour might be:**

- Involvement in wellbeing assessment and creation of a plan
- Direct involvement in planning to improve outcomes/behaviour
- Parent workshops/drop-ins
- Family learning
- Voluntary work
- Reviews
- Informal calls/texts/activities
- Sharing success

## **External agencies and the community as partners**

Meaningful partnership with appropriate agencies and the community can support the promotion of positive relationships and behaviour.

Key partners who can support this are:

- Educational psychologists
- Health
- Speech and Language therapists
- Social workers
- Youth workers
- Active Schools
- Campus Police Officers
- Family First
- Psychology of Parenting Programme
- Children and Adolescent Mental Health Service (CAMHS)
- Cluster Schools
- St Luke's High School
- Carlibar Communication Centre
- Outreach Children's Services
- Sensory Support Team
- Occupational Therapy
- Local Parish
- Parent Council and PTA

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## **Responsive Approaches**

Through the careful application of preventative and positive measures it is hoped that the need to "respond" to specific behaviours will be greatly reduced. There will always be occasions where situations escalate and a "response" is required. This section details some proactive responses which should assist in avoiding confrontation and restore calm.

### **Responsive elements will include:**

- Assessment
- Personalised support
- Dialogue
- Debriefing
- Reporting
- Reflection
- Consequences

### **Classroom Behaviour Implementation Guidelines:**

- High standards of behaviour is expected at all times
- All classes follow a positive relationships approach to managing behaviour
- Good behaviour and achievements feature at fortnightly assemblies through Values and Learning Vouchers and sharing good news stories.
- Teachers make use of class reward systems
- Appropriate restorative strategies are used for pupils who require support. In consultation with SMT the following consequences can also be applied: missed breaks, reflection time, reflection tasks
- Parents will be contacted and involved when pupils require additional supports
- There is a tiered approach when responding to issues relating to unwanted behaviour:
- Stage 1 – class teacher should manage behaviour and implement appropriate consequences within class
- Stage 2 – when the class teacher has dealt with behaviour with limited improvement the appropriate member of SMT will be informed
- Stage 3 – If SMT have responded and supported the pupil with limited improvement the Head Teacher will contact parents and seek collaborative support. Collaborative Support from external agencies may be sought including Educational Psychology, Social Work, Outreach Team, Police, Health if required.
- N.B Differentiated responses and flexibility in dealing with different behaviours and children with Additional Support Needs is a Legislative

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requirement of all professionals working in St Thomas', East Renfrewshire and Scotland

## Playground Behaviour Implementation Guidelines

- An adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.
- Restorative approaches to any conflict in the playground should be used and children encouraged to apply skills taught in the classroom
- Any child participating in dangerous or unsafe behaviour or behaviour that is judged to potentially escalate to cause injury or upset or offence should be asked to stop and the reason explained. Restorative approach to be used **(stage 1)**.
- Children who continue to engage in the same behaviour despite being asked to stop should be given a final warning and told that they will be removed from the playground should it continue for their own wellbeing and that of others **(stage 2)**
- If the behaviour continues SMT should be informed and child removed from playground **(stage 3)**
- Children will be given time to reflect and a letter / reflection task may be sent home asking parents to discuss the behaviour with their child.
- In certain cases parents will be invited into the school that day and a plan will be made in collaboration to ensure the child's future safe participation in the playground.
- Pupil Support Assistants will be on the lookout for children displaying our school values of Love, Faith and Understanding and pupils who show our dispositions of Creativity, resilience, independence, curiosity, and bravery. During assemblies there will be 4 playground awards given to children- selected by adults in the playground.

Pupils receive Head Teacher awards and are presented with a values voucher during our weekly assembly. We now have a school house system where all children in the school are assigned to four 'houses'. Senior pupils play an important leadership role here as 'house captains' and 'vice captains'. Children are rewarded house points by staff when displaying positive behaviours and our school values in their daily actions.

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If there are concerns about a pupil's behaviour we will discuss the matter with you so that together we can decide what steps to take to work out a solution, this usually proves effective. Children who persistently misbehave may lose some privileges until their behaviour improves.

Further unacceptable behaviour, despite parental co-operation, or very serious misdemeanours, may result in an exclusion from school. This will only be done in consultation with parents who would then be asked for written assurance that their child will improve their behaviour on his/her return.

Exclusion will also be considered if The Headteacher, along with the Education Department, is of the opinion that the parent of the pupil refuses or fails to comply, with the rules, regulations or disciplinary requirements of the school.

When exclusion is used it must be with the aim of improving outcomes for the child or young person.

## Anti- Bullying

Bullying behaviour impacts on children and young people's wellbeing and can affect their participation, attainment and inclusion. Our approach is preventative and to use the theme of "Respect Me"

*You don't have to like me...agree with me...or enjoy the same things I do. But you **do** have to respect me.*

## Reporting Bullying

1. If children feel they are being bullied, have witnessed bullying or are taking part in bullying behaviour they should report to their class teacher, any adult in the school, parents or any supportive adult.
2. Senior Management Team must be made aware
3. All incidents will be fully investigated and a collaborative plan made to monitor and **stop** the bullying behaviour from recurring
4. Responsive measures such as reduced time in playground can be used, behaviour logs, letters home etc
5. Restorative strategies will be used in line with East Renfrewshire Anti Bullying Policy → dialogue between victim and child displaying bullying behaviour will be supported by SMT
6. Parents will be involved

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7. For confirmed cases of bullying, external agencies such as Educational Psychology, Social Work, Police, Health, Family Support etc. may become involved in creation of a Wellbeing Plan to support

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## Curriculum for Excellence

At St Thomas' we embrace Curriculum for Excellence and focus on children's experiences to ensure that they receive the best possible educational outcomes. A rigorous system of monitoring and evaluation is in place to make sure that our programmes of study and resources are appropriate and that effective learning is taking place. Our curriculum is supported by clear planning, active methodology and continuous professional development for staff. We strive to ensure that the education we provide is deep, challenging and relevant and that there is an element of choice and responsibility for learners. To ensure continuity we aim to make transitions as seamless as possible from Nursery to Primary, between stages in school and at the Primary/Secondary interface. Above all the whole experience should be fun for the children.

Ultimately, Curriculum for Excellence aims to improve our children's life chances by encouraging our pupils to be successful learners, confident individuals, effective contributors, and responsible citizens.



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## Successful Learners

We consider how our pupils:

- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations



## Confident Individuals:

We consider how our pupils:

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and take informed decisions
- Achieve success in different areas of activity

## Responsible Citizens

We consider how our pupils:

- Develop knowledge and understanding of the World and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

## Effective Contributors

We consider how our pupils:

- Communicate in different ways and in different settings
- Work in partnership and teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems



A Curriculum for Excellence provides schools with a unified set of purposes and principles for the whole curriculum, throughout the broad general education. The curriculum is structured around all the experiences that are planned as part of learning and teaching. This includes the curriculum areas and subjects. These are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Within St Thomas' there is a great emphasis on pupils' achievement as well as attainment. Through the Curriculum pupils will enjoy greater choice and opportunity to help them realise their individual talents.

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Below we have provided information on the eight individual areas of the curriculum:

- Expressive Arts
- Health & Wellbeing
- Languages
- Mathematics
- Religious Education
- Sciences
- Social Studies
- Technologies



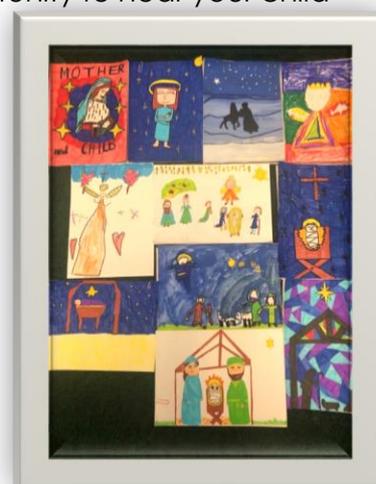
## Expressive Arts

Expressive Arts includes the subjects of Art & Design, Music, Drama and Dance. These are important because they promote distinctive ways of allowing pupils to understand themselves, to develop their full potential whatever their abilities and to find personal satisfaction and enjoyment. We aim to link Expressive Arts with other curricular areas wherever possible and strive to provide opportunities for the children to experience performing in front of an audience.

Our programmes of study in Art & Design assist with the development and understanding of ideas and feelings and provide a means of expressing these visually. Through Art & Design, pupils develop their capacity to invent, create and interpret images and objects. We encourage pupils to express themselves by using a wide range of materials, techniques and processes.



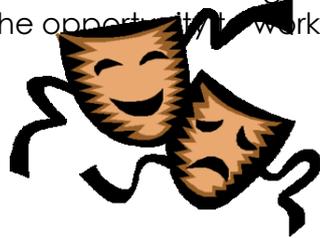
The structured East Renfrewshire Music programme based on Kodaly principles provides our pupils with the opportunity to enjoy music and to participate in singing and music making. Pupils are able to develop their musical knowledge in rhythm, notation, the use of percussion instruments and creative music making. Weekly visits from instrumental instructors, allows us to offer a range of instrumental tuition to some pupils. During the session, we try to give you the opportunity to hear your child play.



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Drama in the primary school should embrace three broad based categories of activity, namely language, movement and theatre. Our programme has been developed for all primary schools associated with St. Luke's High School and, as a result, all learning experiences are continued into S1 and S2. We invite companies to perform for the whole school during the school session and on occasion certain classes have had the opportunity to work alongside theatre groups.



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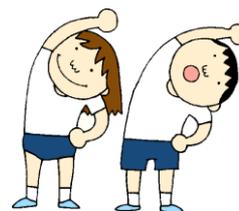
The Dance programme provides an opportunity for pupils to develop ways of:

- creating dance, for example, through repeating phrases of movement
- creating patterns of movement that expresses and communicates a mood
- creating routines which may contain the body actions of travel
- using lighting and sound equipment to enhance performances

Each session, every class participates in our school's 'Day of Dance Festival' where they have the opportunity to showcase their dance routines.

## Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.



The Health and Wellbeing curriculum encompasses three areas:

- Physical Health      Looking After Myself
- Emotional Health    Relationships
- Social Health        Health & Safety In The Environment

Sexual health within the Catholic school is taught through the God's Loving Plan programme within Religious Education.

As a Health Promoting School we are committed to finding new initiatives and ways to reinforce the importance of active and healthy living.

We strive continually to:

- improve the health and well-being of all pupils, staff and members of the wider community, working in partnership with pupils, parents, staff and key agencies
- we promote fairness and respect for self, others, the community and the environment
- we provide pupils with an appropriate health curriculum and personal and social development programme
- we strive towards ensuring our school is a safe and supportive learning environment for all

The Health and Wellbeing framework highlights the important learning environment which will support and nurture the health of our pupils, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle.

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Physical Education is delivered using the 'Active 8' programme which has been developed for all primary schools within East Renfrewshire. Our pupils participate in 2 hours of PE each week.

P4 pupils also benefit from attending a 6 weeks swimming block at Neilston Leisure Centre, there is a small cost for this.

## Languages

Using a variety of relevant resources and teaching strategies we endeavour to develop in each pupil competence, confidence and enjoyment in listening, talking, reading and writing.



Reading is a very complex process involving many skills, children are taught phonics or 'sounds' and blend these to make words, they are also introduced to the most common words. Our school incorporates all of these areas through a number of structured reading schemes including Storyworld, Literacy World and Oxford Roller Coaster novels.

Our school library is timetabled to allow the children to attend in groups and experience the enjoyment of reading.

In writing, children write for different purposes and for different audiences. Ros Wilson Writing approaches are used to teach imaginative, personal and functional writing skills.

As Talking & Listening permeates the curriculum there are excellent opportunities for the children to focus on developing these skills. This includes delivering presentations to their class, whole school, visitors and parents.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Competence and confidence in literacy, including competence

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in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers will provide opportunities across the curriculum for pupils to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

From Primary 1 through to Primary 7 the pupils are taught French. 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. Each year we have a themed French Day within the school, this is organised by Mrs Gillespie and pupils. It is widely enjoyed by everyone and in recent years has developed into a cluster event.

Pupils from Primary 5-7 also have the opportunity to learn about Italian culture and language.

## Numeracy and Mathematics

Teachers use a variety of methodologies to develop every pupil in sound mathematical knowledge and skills and an inquiring mind. The development of mental maths skills is a priority. We provide a carefully structured and balanced maths programme which includes:

- Number
- Money
- Measurement
- Shape, position and movement,
- Information Handling
- Problem solving and enquiry



The emphasis is on practical work and active learning provides an opportunity for children to use their mathematical skills in every day situations.

We are committed to ensure that pupils develop high levels of numeracy skills through their learning across the curriculum. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

We use a variety of resources to support the teaching of concepts in numeracy and mathematics. These include: Education City, Heinemann Active Maths, Big Maths (mental agility) and Teejay resources.

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## Religious Education

We hope our children will develop into responsible and caring members of society. It is our belief that through the positive Christian teaching of our Catholic school, we will help to develop in our children a love of God, a respect for all and a consistent set of beliefs, values, attitudes and practices. Religious Education forms a part of every class syllabus and teachers use the national document 'This is Our Faith' in order to plan core learning.

Religious Education and observance form part of the religious tradition and ethos in our school and express, develop and deepen the faith of the members of the school and the community. Prayers are said at the beginning and end of the morning and afternoon sessions. Each class leads a class Mass/Prayer Service during the school year.

Pupils in Primary 4 receive the Sacraments of Reconciliation and Eucharist. Pupils in Primary 7 receive the Sacrament of Confirmation.

Preparation for these Sacraments takes place in consultation and partnership with you.

Each year we arrange a retreat for Primary 4 and Primary 7 (Our Sacrament stages) to Schoenstatt, in Milton of Campsie, where the children can reflect on their Sacramental experiences through play, prayer and relaxation.



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## Sciences

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. We are fortunate to have a STEM hub within the school where children take part in a variety of activities using the inspire and challenge approach and St Luke's Cluster materials.



Pupils will participate in activities incorporating the key concepts identified:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

## Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped.

Pupils will participate in activities incorporating the 3 main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business

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Social Studies may be approached individually or integrated into carefully managed programmes of topic studies by making connections across and between subject boundaries. Films, books, television, radio, computer programmes, visiting speakers and educational visits can all be used to consolidate the skills and content of this curricular area.



## 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.

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Digital technologies are an important aid to learning and teaching and are used extensively at all stages. All classes have interactive whiteboards installed. Pupils have access to classroom computers, laptops, chromebooks and iPads. A wide range of software and apps are 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 of using word processors, databases, spreadsheets, graphic applications and digital cameras.

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

[www.ed.e-renfrew.sch.uk/curriculumlinks/Links/Parents/Parental%20Leaflets/Internet%20leaflet.pdf](http://www.ed.e-renfrew.sch.uk/curriculumlinks/Links/Parents/Parental%20Leaflets/Internet%20leaflet.pdf)

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## Educational Field Trips and Visits

Field trips and Educational Visits provide pupils with an opportunity to develop their learning outside the classroom, each year we organise school outings to enhance learning in a variety of curricular areas. All parents are asked to complete a local area consent form at the start of each year to cover trips within the Neilston area, for trips further afield or trips involving sporting activities, consent forms are issued prior to the trip. Primary 7 pupils participate in a week long residential trip to an East Renfrewshire approved outdoor centre.



## Assessment and Reporting

Assessment and reporting are an integral part of learning and teaching, pupils are continuously assessed in an informal way as part of daily class routine. This type of assessment is known as Formative Assessment or Assessment for Learning (AifL).

Three main strands of assessment activity underpin the AifL approach at St Thomas' Primary:

**Assessment for Learning** focuses on the gap between where a learner is in their learning, and where they need to be – the desired goal. This can be achieved through processes such as sharing success criteria with learners, effective questioning and providing 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 the range of available evidence that enables staff, and the wider assessment community to check on pupils' progress.

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At times, teachers use summative assessment approaches, this includes:

- Class tests to help the teacher assess pupil progress and identify if further support is required
- East Renfrewshire Council's Baseline Assessment in language and maths at the beginning of Primary 1. The results are analysed and next steps identified
- Primary 2 Screening to identify children with additional support needs. Further diagnostic testing takes place when appropriate to identify specific areas of need
- East Renfrewshire Council's Standardised Tests in reading and maths at Primary 3, Primary 5 and Primary 7. This takes place in February each year. The results are standardised, with 100 being the East Renfrewshire average. This information assists staff in identifying areas where further support is required
- National Standardised Assessments which are carried out at Primaries 1,4 and 7.

Each term teachers meet with a member of the Management Team to track pupil attainment and progress. We discuss strengths and next steps. All of the information from assessment helps the teacher to plan work appropriate to the age, stage and development of each pupil.

When planning learning, teachers consider the desired outcomes for pupils and plan assessment tasks and activities that will enable pupils to demonstrate their learning. Teacher plan assessment opportunities for pupils to *say, write, make* and *do*, this shows how much and how well a pupil has achieved. Each child has an assessment portfolio containing their 'latest and best' pieces of work.

Reporting on progress is ongoing through E-Portfolios and class blogs, sharing of Wellbeing Plans (when they are in use) and the Jotters Home programme. There are two opportunities during the year, November and March, where formal Parents' Nights are held, however parents can request a meeting with a teacher at anytime if they would like to discuss their child's progress. A written, summative report is sent home in June that summarises pupil progress across the year. This report reflects the ongoing reporting process. There are opportunities across the year for parents and carers to come in to classes to observe lessons and take part in follow-up activities with their child.

## **Extra-curricular Activities**

There is a wide variety of extra-curricular activities which take place during lunch times and after school. These are organised by members of staff, senior pupils and our Active Schools Co-ordinator. Clubs and activities last year included football, netball, cheerleading, cookery, role play, cycling, Spanish and tennis.

Should any parent wish to devote their time to help run an activity or indeed start up a new activity, please contact the Head Teacher.

**Section 3**  
**Parental Involvement, Pupil Welfare  
and Support**

## Parental Involvement and the Parent Council

Effective education is a genuine partnership between home and school. 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.

Throughout the session parents are most welcome to have their child's programme of work explained to them or have informal discussions regarding their progress.

Parental workshops on the curriculum take place throughout the year, as well as the Induction programme, Sacramental meetings and Parenting workshops. We provide a variety of leaflets which can be viewed on our school's website, these allow us to share further with you what is taught in school.

Parents are regularly invited to school events such as religious services, concerts and assemblies. A calendar of events is sent out to all parents at the start of a new session to help you plan for the events you would like to attend.

We welcome parent helpers within the school. Parents have regularly assisted in classrooms, supporting for example, activities linked with topics, running the school library, accompanying classes on educational visits etc. If you are interested in becoming a parent helper, please contact the school office.

We strive to foster a positive and open ethos which encourages parents to share their views. We seek and take account of parental views through audits, questionnaires and open events.

The Parent Council 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 legislation is to support parental involvement 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 since the Act are as follows:

- The school's parent body (the Parent Forum) will decide size and composition of their Parent Council.
- The method of appointing (and co-opting) Parent Council Members will be decided by the parents. In denominational schools a church nominee must be co-opted.
- The Parent Council will be required to support school management in improving the quality of education the school provides, and develop to

## St. Thomas' Primary School Handbook 2021

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their fullest potential the personality, talents and mental and physical abilities of the pupils attending the school.

- The Parent Council can ascertain views of parents on any matter of interest or concern.
- The present system of approval of Head Teacher spending on books and teaching materials, subject to authority guidance and policy, will be discontinued.
- In future, if recommendations are made to an authority or Head Teacher and remain unresolved, a Parent Council may then take them to HMIE.
- The head teacher has both a duty and a right to attend Parent Council meetings.
- The Parent Council will still have a role in the appointment of head teachers and depute head teachers

The **Parental Involvement Strategy** sets out how the authority is fulfilling its duties under the 2006 Act. There is link to this from the school's website.

We have a very active Parent Council who meet at least three times per year and are actively involved in moving the school forward. Their contribution to the development of the curriculum and school plans is invaluable.

If you are interested in joining the Parent Council/PTA please contact the chairperson or the school office.

Parent Council/PTA Chairperson:

Mrs Charlene Allan Email: [stthomasneilstonpta@gmail.com](mailto:stthomasneilstonpta@gmail.com)

Vice Chairperson

Mrs Karen Lappin

Useful Information can be found at The ParentZone website:

<http://www.educationscotland.gov.uk/parentzone/>

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## Communication

Our Primary Means of communicating with you is via Email. Please ensure our school office has an up to date email address and that you check your emails regularly.



We communicate with you via monthly newsletters, the school website, twitter, announcements made in the church and the local press informing you of various school events. We always appreciate it when you pass on what pleases you, any concerns or suggestions.

We regularly send home letters via email to inform parents of events and to keep them up to date with relevant information. At times we use text messages to reinforce/remind parents of events and information.

A member of the Management Team is welcomes the children into school each morning as part of our informal entry system. Parents and carers can make an appointment to speak with a member of the Management Team or drop in any morning and, if we are available, will be happy to meet with you, unless unforeseen circumstances prevent this.

On our website you will find out Standards and Quality Report, updated school plans, newsletters, parent leaflets and news cuttings, please feel free to browse.

## Transitions

### Nursery

We have a very structured transition programme in place within the school. This includes a programme for nursery children moving into Primary 1, incorporating a series of pupil visits to the school and information sessions for the parents. These visits help to prepare both children and parents for the first few months at school.

### Stage to Stage

When pupils move from stage to stage within the school, where possible, the current teacher meets with the new teacher. This provides an opportunity for the teacher to pass on all relevant information relating to the pupils social, emotional and academic development. We also arrange, where possible, for the pupils to meet their new teacher before the beginning of the new session.

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## Secondary

St Thomas' has strong links with our associated secondary school St Luke's:

- Pupils are visited by Head Teacher and other staff during P7
- Pupils visit St Luke's over a 2 day period in June. During this time they follow a secondary timetable
- Parents are invited to the secondary school in June
- Staff from St Luke's Cluster regularly meets to discuss curriculum developments of 3-18 programme
- Head Teachers in St Luke's Cluster meet regularly to discuss matters affecting Nursery, Primary and Secondary Schools

Pupils normally transfer to secondary school to continue their education at the end of their primary 7 year, this will be between the ages of 11½ and 12 ½.

The Executive Committee on Education made changes to the transfer arrangements at its meeting on 25<sup>th</sup> October 2001. 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 St. Luke's High School will transfer to St. Luke's High School. Pupils living out with the catchment of St. Luke's High School will be expected to attend their local catchment secondary school. A placing request must be made if you wish your child to attend any other school other than your local catchment secondary school

Parents will be advised of the transfer arrangements in December of the pupil's Primary 7 year. A placing request application form will be provided at this time. For more information about placing requests for East Renfrewshire schools you should contact Ann Nairn on 0141 577 3287.

## School Delineated Areas

The Education (School and Placing Information) (Scotland) Regulations 2012 has clarified that the school catchment (delineated area) must be shown as an area bounded by a line on a map.

The delineated area for St Thomas' Primary will be available for inspection by any interested parent. Please contact our school office if you are interested in viewing it.

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## 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 Management Circular 57 'Child and Welfare Safety'.

In St Thomas' 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.

We work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

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.

If you are worried, or know of a child who could be at risk of abuse or neglect, please speak to the Child protection Co-ordinator (Head Teacher) or the Principal Teacher. Alternatively you could contact a member of staff at one of the following numbers;

Barrhead Social Work Office: 0141 577 8300  
Clarkston Social Work Office: 0141 577 4000  
Strathclyde Police Family Unit: 0141 532 4900  
Standby Social Work (Out of Hours): 0800 811 505



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## Support for Pupils

The Additional Support for Learning Act has introduced a framework for supporting children and young people in education and their families. This applies to all children who, for whatever reason, require additional support in the long or short term.

It is the right of every child to receive an education which will meet his/her needs. In our school we are committed to providing for the needs of each child and welcome the support of parents in identifying those needs. All pupils are supported in their progress by the class teacher but pupils with learning difficulties or high ability can also benefit from additional support from the Learning Support Teacher or a member of Senior Management Team. Pupil Support Assistants have an extremely important role in our school in raising attainment and supporting pupils and teachers. When a child has been identified as requiring additional support, the parent will be contacted and invited into school to discuss how the parent and school can work together in order to support the child's needs.



## Additional Support Needs

It is our aim to identify pupils with additional support needs as soon as possible in order to deliver a curriculum which suits the needs of each child. To this end we have established close links with Madras Family Centre and other nurseries attended by pupils who will be coming to St Thomas'.

The P1 teacher and the Additional Support for Learning Co-ordinator visit these nurseries and have opportunities to meet with pupils and staff to discuss how we can best support pupils. This helps to make the transition from nursery to primary school as smooth as possible. This process is repeated when pupils are transferring from P7 to secondary school.

When it is identified that a pupil requires additional support, the class teacher will inform the Additional Support for Learning Co-ordinator and parents will be contacted. The Additional Support for Learning Co-ordinator will discuss the support required and the strategies being implemented by the class teacher. This will be recorded on a Wellbeing Plan and feedback will be sought from the pupil and parents. The parents will receive a copy of the plan. Strategies are evaluated by children and staff at several points throughout the year.

If further support is required the parents will be contacted again to discuss this. It may be decided that advice or help may be required from other agencies. If this is necessary then parents will be asked for permission for the school to undertake this. If permission is granted then the child will be referred to the Joint Support Team (JST). The JST meetings take place regularly in St Thomas' and in every school in East Renfrewshire. These meetings are an integral part of school life and may be attended by Head Teacher, Class Teacher, Learning Support Teacher, the Additional Support for Learning Co-ordinator and our Educational

## St. Thomas' Primary School Handbook 2021

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Psychologist. There may also be representatives from other agencies e.g. Speech and Language Therapy and Social Work. At these meetings we have the opportunity to share advice and expertise in order to support pupils in the best way possible. Parents' views are expressed at these meetings. Strategies and any support suggested will be conveyed to parents. Parents may decide that they do not wish their child to be discussed at any JST and their wishes will be respected.

A small number of children who have additional support needs arising from complex or multiple factors which require a high level of input and where the input is long term, may require a Co-ordinated Support Plan.

Some children may have high ability and will be identified as early as possible. These children generally cope well with the work of the class but it is important, as with all pupils that they find their work stimulating and challenging. Suitable learning materials are available to extend particular areas of the curriculum including language and mathematics.

If you require further information on support for learning please contact Miss Igoe, who is the school's additional support for learning coordinator.

Further information on support for learning and inclusion can be obtained from the following link:

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

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RESOLVE ASL has been set up by Children in Scotland to assist Scottish education authorities to meet the mediation requirements in the new Education (Additional Support for Learning) (Scotland) Act 2004/2009. Further information on RESOLVE can be obtained from the following link:

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

## Useful Contacts

For more advice and information from the Education Department contact:

Nick Smiley  
Principal Psychologist  
East Renfrewshire Council  
Psychological Services                      Tel: 0141 577 8510

Outside contacts for advice and information are:

East Renfrewshire Dyslexia Parents' Support Group  
Dyslexia Scotwest  
93 Woodside Place Lane  
Glasgow G3 7RB                              Tel: 0141 331 2121

Children in Scotland                      [www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)  
Enquire    [www.enquire.org.uk](http://www.enquire.org.uk)

## **Concerns and Complaints**

In order to ensure we provide the best possible service to you and your children we have formalised our complaints procedures. 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, write or visit the school and we guarantee 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 any member of the Senior Management Team if you deem it more appropriate. In some instances the Senior Business Support Assistant, Mrs Madden, will be able to assist you or will let the appropriate member of staff know what the problem is and what would put things right.

The authority's Policy on 'Complaints Procedures' can be accessed through a link on our school's website to:

<https://www.eastrenfrewshire.gov.uk/make-a-complaint>

## **Insurance**

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

**Section 4**  
**School Improvement and Data  
Protection**

# St. Thomas' Primary School Handbook 2021

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## School Improvement Plan

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupil, staff and other agencies, and taking into consideration national and local targets, priorities are set and a plan is devised.

This year the plan focuses on:

### 1. Leadership and Management:

- To map out clear operational and strategic amendments to conform with government guidance for recovery from COVID-19 closure including:
  - Hygiene built in to daily routines of the school
  - Enhanced cleaning schedule to be deployed
  - Identify and implement social distancing measures

### 2. Quality of Provision on offer for all learners

- Develop consistently high quality approaches to learning, teaching and assessment in Literacy/English , Numeracy/Maths and Health and Wellbe-ing
- Improve learner experiences in Outdoor Learning and Early School Provision

### 3. Successes and Achievements

- Using data to identify gaps and plan for next steps by utilising a revised suite of assessments to account for potential loss of learning
- Continue our focus on nurture and holistic wellbeing to support learners and staff
- 

A full copy of the School Improvement Plan can be accessed via the school website.

## Standards and Quality Report

Every June the school produces a Standards and Quality Report that evaluates the School Improvement plan and reports on progress made against he targets. A summary leaflet is produced and issued to all parents and a full copy of the Standards and Quality Report can be accessed via the school website.

## Data Protection

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.

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## 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.

St Thomas' 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 is Miss Raso and can be contacted by email or by telephoning the school.

**Section 5**  
**Annual Updates**

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## **Staff List**

### Management Team

Head Teacher	Mr Ian Gillies
Acting Depute Teacher	Mrs Vicki Clarke
Principal Teacher	Mrs Claudia Kearney

### Teaching Staff

Miss Matheson  
Mrs Fulton  
Mrs Eagers-Hardie  
Miss McAdam  
Mrs Gillespie  
Miss Macintyre  
Mrs Elliott  
Mrs Duffin  
Ms Leeson  
Mrs Broadhead

Miss Armstrong (NQT)  
Miss Stewart (NQT)

### Pupil Support Staff

Mrs Lynn MacLauchlan  
Mrs Liz Dunbar  
Mrs Julie McBain  
Mrs Naqvi

### Office Staff

Senior Business Support Assistant	Mrs Emma Spence
Business Support Assistant	Vacancy

### Janitorial Staff

Janitor	Mr Steven Macssaac
Janitor/Cleaner	Mrs Karen Lawn
Cleaner	Ms Amelia Spence
Touch Cleaner	Miss Donna Johanson
Cleaner	Mrs Marie Sinclair

### Catering Staff

Catering Manager	Miss Karen Esson
Catering Assistant	Mrs Frances McGoldrick

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## Class Size Maxima

<b>Primary</b>	<b>Number of pupils</b>
P1	25*
P2	30**
P3	30**
P4	33
P5	33
P6	33
P7	33
Composite classes	25

Notes:

\* The provisions are drawn from the The Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010

\*\*The provisions set out are drawn from the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999.

The Schedule to Regulation 4, Excepted Pupils, and the 'Explanatory Note' to the Regulations are provided in Annex A to this Appendix. Annex A sets out the circumstances in which class sizes may exceed the stated maximum.

<b>Secondary</b>	<b>Number of Pupils</b>
S1	33
S2	33
S3	30
S4	30
S5	30
S6	30
Practical classes	20

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## Practical Classes

Practical classes are those in which the following subjects are taught:

Administration, Art and Design, Biology, Chemistry, Craft and Design, Engineering, General Science, Graphic Communication, Home Economics, Land and Environment, Managing Environmental Resources, Physics, Practical Craft Skills, Product Design and Technological Studies.

## Class Sizes for Special Needs

<b>Additional Support Needs arising from:</b>	<b>Number of pupils</b>
Moderate learning difficulties	10
Profound learning difficulties	10 **
Severe physical impairment	8
Severe learning difficulties	8
Significant hearing impairment	6
Significant visual impairment	6
Language and communication difficulties	6
Social, emotional and behavioural difficulties	6

Note: \*\* This figure applies where teachers are complemented by support staff and councils are recommended to apply an adult/pupil ratio of 1:2.5.

## Information from the Scottish Executive

### Transferring Educational Data about Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

### Why do we need your data?

**In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:**

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

### Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

## **Your data protection rights**

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

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse:

[peter.whitehouse@scotland.gsi.gov.uk](mailto:peter.whitehouse@scotland.gsi.gov.uk)

or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **Want more information?**

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

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## School holiday dates 2020 to 2021

### First term

Teachers return	Monday 17 August 2020
In-service	Monday 17 August 2020
In-service	Tuesday 18 August 2020
Pupils return	Wednesday 19 August 2020
Last day of school	Thursday 24 September 2020
September Weekend	Friday 25 September 2020
September Weekend	Monday 28 September 2020
Re-open	Tuesday 29 September 2020
Last day of school	Friday 9 October 2020
In-service	Monday 19 October 2020
Re-open	Tuesday 20 October 2020
Last day of school	Tuesday 22 December 2020

**2020**

### Second term

Re-open	Tuesday 5 January 2021
Last day of school	Thursday 4 February 2021
In-service	Friday 5 February 2021
Mid term	Monday 8 February 2021
Mid term	Tuesday 9 February 2021
Re-open	Wednesday 10 February 2021
Last day of school	Thursday 1 April 2021

**2020**

### Third term

Re-open	Monday 19 April 2021
Last day of school	Friday 30 April 2021
May Day Holiday	Monday 3 May 2021
Re-open	Tuesday 4 May 2021

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Last day of school	Thursday 27 May 2021
May Weekend	Friday 28 May 2021
May Weekend	Monday 31 May 2021
In-service	Tuesday 1 June 2021
Re-open	Wednesday 2 June 2021
Last day of school	Tuesday 29 June 2021

**2020**

## School holiday dates 2021 to 2022

### Term 1

Teachers return	Monday 16 August 2021
In-service	Monday 16 August 2021
In-service	Tuesday 17 August 2021
Pupils return	Wednesday 18 August 2021
Last day of school	Thursday 23 September 2021
September Weekend	Friday 24 September 2021
September Weekend	Monday 27 September 2021
Re-open	Tuesday 28 September 2021
Last day of school	Friday 8 October 2021
In-service	Monday 18 October 2021
Re-open	Tuesday 19 October 2021
Last day of school	Wednesday 22 December 2021

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## Term 2

Re-open	Wednesday 5 January 2022
Last day of school	Thursday 3 February 2022
In-service	Friday 4 February 2022
Mid term	Monday 7 February 2022
Mid term	Tuesday 8 February 2022
Re-open	Wednesday 9 February 2022
Last day of school	Friday 1 April 2022

## Term 3

Re-open	Tuesday 19 April 2022
Last day of school	Friday 29 April 2022
May Day Holiday	Monday 2 May 2022
Re-open	Tuesday 3 May 2022
In-service	Thursday 5 May 2022
Re-open	Friday 6 May 2022
Last day of school	Thursday 26 May 2022
May Weekend	Friday 27 May 2022
May Weekend	Monday 30 May 2022
Re-open	Tuesday 31 May 2022
Last day of school	Tuesday 28 June 2022