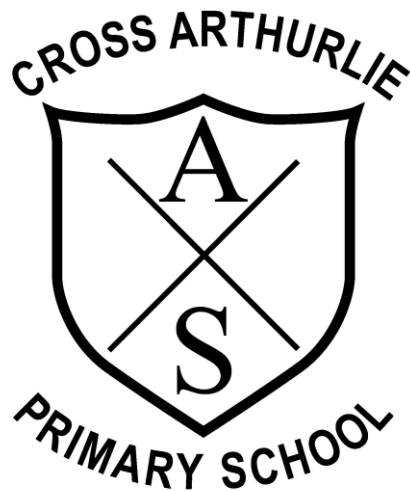


Cross Arthurlie Primary School

New Entrant Handbook



Cross Arthurlie Primary School
Fern Drive
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Dear Parents and Carers

Welcome to Cross Arthurlie Primary School. Starting school is a milestone in the life of the children and their parents alike. There are lots of new things to learn and people to get to know.

This handbook and our induction sessions are designed to give you some important information regarding your child's entry to school and answer most (if not all) of your questions. You will receive information about your child's progress through Parents' Evenings, an interim and final term report and class work sent home for you to look at and enjoy.

Please remember that we are here to help you and your child to settle into Cross Arthurlie Primary and that no problem is too big or too trivial to be shared with one of us. A quick call can usually allay any fears and prevent misunderstandings from arising.

You and your child will soon get to know the many adults and children who make up Cross Arthurlie. Here are a few you will meet initially:

Head Teacher:	Mr Bryan McLachlan
Depute Head Teacher:	Mrs Vivien Mitchell
Principal Teachers P1 & 2:	Mrs Cathy Duncan (Acting)/Mrs Gillian McCallum (job share)
Principal Teacher:	Mrs Gillian Cullen
Primary 1/1 Teacher (Room 1):	Mrs Elaine Carr
Primary 1/2 Teacher (Room 2):	Mrs Julie Powell

We look forward to getting to know you and our new pupils and hope that their time at Cross Arthurlie will be a happy experience.

Yours faithfully

Mrs Cathy Duncan and Mrs Gillian McCallum
Principal Teachers

WHERE CAN I BUY THE UNIFORM?



Sweatshirts and polo shirts embroidered with the school badge can be ordered at the school office, as can fleeces, cardigans and ties.

WHAT SHOULD MY CHILD BRING TO SCHOOL?



Children should bring a gym bag containing soft shoes. Please put their name on each shoe and bag. The shoes are useful to change into on wet days and may be left in the cloakroom on your child's peg. You will be advised when to send in wellies and outdoor clothing for some of our outdoor learning activities.

For PE, your child will need gym shoes, socks, shorts and a t-shirt or polo shirt. These should all be named and brought in the gym bag.

Children do not need to bring any additional items as pencils, crayons, etc will be provided. A school bag large enough to hold an A4 sized folder would be helpful. Once again we ask for all items to be named, as this will allow property to be returned to its rightful owner! Each child will also be issued with a plastic folder for homework.

Children should not bring any toys to school (unless for educational purposes) as they can cause problems when they go missing or are broken!

WHAT HAPPENS AT PLAYTIME?



The playground is supervised by members of staff in the morning, during the interval and at lunchtime. Only the children in Primaries 1 and 2 are allowed in the infant playground, apart from the older pupils who have volunteered to be Playground Buddies. If the weather is wet, the children have an indoor playtime in the classrooms, supervised by a member of our non-teaching staff. The interval will be from 10.40 – 10.55am.

For security reasons, adults are not normally allowed in the playgrounds. Parents or guardians should approach the school via the main entrance, where they can be identified by the office staff and give them the reason for being in the school.

Children may bring a snack for the morning interval e.g. juice and a piece of fruit/crisps/biscuit etc. It would be helpful to keep it in a separate carrier bag from their lunch box as young children often think they must eat everything in one go! The children currently receive free fruit on Tuesdays, Wednesdays and Thursdays.



WHAT HAPPENS AT LUNCHTIME?

Lunch will be from 12.35-1.20pm. As you will be aware, all P1 pupils are entitled to a free meal in school and the menus for these meals can be found on East Renfrewshire's website. You may wish your child to bring a packed lunch that you have prepared; either way, your child will eat lunch in the lunch hall. You may wish to collect them to go home for lunch but this could unsettle them for the first few days when they realise they have to come back in the afternoon! This is only a suggestion and is, of course, up to individual families.

Please put a name label on your child's lunch box as many have the same type and may not end up with the food you provided!

The children are supervised in the lunch hall and playground at lunchtime. At registration each morning, your child's teacher will ask what he or she plans to do, so that we know if children are to be collected at lunchtime.

We are now running a Cashless Catering System. All pupils and parents will be given a four digit code in order to bank their money which can be used at the tuck shop. Parents can personally pay money into the machine, located in the main foyer. All parents must report to the office before using the machine. Pupils may use the machine by themselves. To ease matters for our younger pupils, they may leave an envelope at the school office. A member of the kitchen staff will bank this for your child.

More about this system will be explained to you during the parents' meetings in June and you will have an opportunity to go with your child for a "taster" session in the lunch hall on Monday 22nd June.

WHAT IF MY CHILD IS LATE FOR SCHOOL?

Each session we have an attendance target to meet for the Education Authority and this involves reducing late coming and absence. Your child should be in school by the time the bell rings at 9am. If your child is late, he or she should enter by the main door. Please note that in order to tackle late coming and absence, the children's names will be recorded and subsequently the parents will receive a letter from the school or a visit from the attendance officer.



WHAT IF I'M LATE COLLECTING MY CHILD?

If you know that you are going to be late, please telephone the school office and we will keep your child with us until you arrive. If no one comes for a child who expects to be collected, the child should come straight back into the school, tell one of our members of staff, and wait to be collected at the school office. The school will telephone parents to let them know that the child is safe and waiting to be collected.

If you see a child for whom no adult has come, **please do not take him or her away.** It would be helpful if you would bring the child back into school to allow us to contact the parents.

WHAT IF MY CHILD IS ABSENT?

The Scottish Executive has redefined and recategorised school attendance and absence. One of the main changes is that the majority of family holidays taken during term time should be categorised as unauthorised absence. Only in exceptional circumstances will schools authorise a family holiday in term time.

Authorised Absences are categorised as follows:

- *Sickness
- *Medical and dental treatment
- *Bereavement
- *Short-term exceptional domestic circumstances
- *Religious observance
- *Meetings prior to and in court
- *Attendance at or in connection with a Children's Hearing or Care Review
- *Weddings of immediate family
- *Agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
- *Sanctioned extended absence in relation to children of travelling families

Unauthorised Absences are categorised as follows:

- *Unexplained absence
- *Truancy (Unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both)
- *Most family holidays during term time

WHAT IF MY CHILD TAKES ILL AT SCHOOL?

At the beginning of term, parents are requested to complete an emergency contact form. This gives the school information on up to four people who can be contacted in the event of a child becoming unwell. Please note that these are in the order in which you would prefer the contact to be made.

Minor injuries such as grazes will be attended to by one of the school's first aiders. In the event of more serious injuries, parents or emergency contacts will be telephoned, for example if a wound needed to be stitched or cleaned at hospital. If parents cannot be contacted, the school will arrange to transport the child to hospital. It is however preferable for parents to do this, as there can be administrative difficulties with treatment, depending on the child's age or the nature of the wound, etc.

If the school transports a child to hospital, every effort to contact the parents is still made by the school office staff. If necessary we dial 999 and send for an ambulance. Fortunately these occasions are rare. Most 'emergencies' consist of children becoming sick, bumping heads or developing temperatures.

WHAT SHOULD I DO IF MY CHILD NEEDS MEDICATION DURING THE DAY?

Parents may contact the school office for a form requesting that medication is administered. Please do not give your children medicine to take by themselves. Confusion can arise if the dosage or timing is incorrect. Medicine can fall into the wrong hands and then into the wrong mouths!

IS THERE A BREAKFAST CLUB OR AFTER SCHOOL CARE?

The school has a Breakfast Club every morning from 7.45am until 8.50am and an After School Care Service. Both services are run by Mearns After-School Care Services (MACS). Please find overleaf a price sheet for your information. Parents may contact the MACS office for more details on 887 0002.



WHAT HAPPENS AT SCHOOL AT FIRST?

The infants' day includes a variety of learning experiences - individually, in groups and as a class. This enables them to become confident individuals, successful learners, effective contributors and responsible citizens.

They gradually learn the day-to-day routines and rules of the classroom and how to make new friends and find their way around.

They learn to develop skills in computing using the ICT suite and Promethean Boards allocated within the classroom.

All schools in Scotland are engaging with Curriculum for Excellence and are looking at children's experiences and outcomes. Curriculum for Excellence aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum from 3 to 18.

Literacy and English :

In language the areas of listening and talking, reading and writing are very much linked together.

“Within Curriculum for Excellence, therefore, literacy is defined as:

the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They take account of national and international research and of other skills frameworks. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.”

Phonics and Reading

Initially the children will bring home a jotter with a new sound from the Jolly Phonics scheme, generally one on alternate days. Please practise these every day. Your child will show the action to accompany the sound. Many of the children will come to school with a knowledge of the alphabet and some sounds. With the Jolly Phonics scheme, the sounds are not taught in alphabetical order. A multi-sensory approach is used and five basic skills are taught:

- Learning the letter sound
- Learning the letter formation
- Blending for reading
- Identifying the sounds in words for writing
- Tricky, irregular words

The teacher will encourage the children to look at the letter shape, say it and practise writing it. The formation of letters is important and during the session the children will be asked to practise certain letters at home. Children should not be encouraged to write their name all in capital letters but only a capital at the start.

Initially, we use Jelly and Bean books for blending.

Our main reading resource for P1 is Heinemann Storyworlds. Later on in the term the pupils will bring home a book to discuss with you.

At school the teacher will help to develop the children's skills by using a variety of methods:

- *Promethean Board in each classroom
- *Reading a story from the teacher's manual
- *Recall of story and discussions of captions
- *Use of pupil text to read the story before children take the book home
- *Follow up work or games
- *Flashcards with pictures and words
- *Recorded stories for children to follow in book
- *Individual children reading aloud
- *CD roms

A jotter will be sent home twice a week with the reading book. The teacher will write the name of the book to be practised at home and any additional words or sounds, e.g. the characters from the reading book and common words such as a, and, the. Please encourage your child to use them to make simple sentences or phrases.

Children are encouraged to talk to each other during various activities and by relating simple news to a partner, in small groups and to the whole class.

Numeracy and Mathematics:

We use a range of resources and at the Primary 1 stage it consists of pupils' workbooks, cards, sheets and games. Much emphasis is placed on oral, mental maths and much of the teaching is done as a whole class. The children soon learn that maths can be fun!

Over the course of primary school, the following areas are covered in line with Curriculum for Excellence:

Number, Money and Measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, Position and Movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

Information Handling

- Data and analysis
- Ideas of chance and uncertainty



Expressive Arts:

This includes music, drama, art and design and dance.

“Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

My learning in, through and about the expressive arts:

- enables me to experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.”

Our main music scheme is the East Renfrewshire Singing Games pack. The children participate in listening and composing and in music making with voice and instruments.

In drama we encourage the children to interact with each other in pairs, small groups and as a class as they express themselves through different themes.

In art and design our pupils use different media and learn to acquire skills in painting, modelling, drawing etc.

Social Studies, Science and ICT/Technologies:

In Social Studies, the children learn about:

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

In Sciences, the experiences and outcomes involve learning about:

Planet Earth

- Biodiversity and interdependence
- Energy sources and sustainability
- Processes of the planet
- Space

Biological systems

- Body systems and cells

Forces, electricity and waves

- Forces
- Electricity
- Vibrations and waves

Materials

- Properties and uses of substances

Topical Science

- Topical Science

The pupils participate in simple experiments in order to understand the world around them. From time to time they may have opportunities to visit a building or exhibition to support this work. This will not happen without your prior knowledge and permission.

Technologies and ICT

- Technological Developments in Society
- Food and textiles contexts for developing technological skills and knowledge
- Craft, design, engineering and graphics contexts for developing technological skills and knowledge

Religious and Moral Education:

At the moment the areas the children learn about are Christianity, Judaism, Islam and Personal Search through a range of topics. There are regular assemblies throughout the year for which different classes are responsible. We also have good links with our chaplain.



Health and Wellbeing:

In line with Curriculum for Excellence, the children develop the following:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

The children use Circle Time to help to develop their social skills and think about themselves and how they interact with others. Playground problems are often solved there! We have a Code of Conduct which you shall receive. This was drawn up by the pupils via the School Council. Children's good behaviour is encouraged by our Golden Time every Friday. We encourage the children to think about equality and citizenship.

French Language:

During the early years, this consists of a formal lesson per week and other incidental teaching e.g. greeting each other in French and singing songs together.

HOW CAN I HELP MY CHILD WITH SCHOOL WORK?



The partnership between home and school is a very important one and parents often want to know the best way to help their children.

You will be informed about the weekly pattern for homework but initially it will mainly consist of phonics work.

Homework for P1 pupils should take about 15 minutes and will be linked to classwork. Please let us know if homework becomes an issue for you and your child as it should be a pleasant experience, not a battleground!

Over the summer you may wish to help your child in the following areas:

Numbers and Mathematics

The children could develop the language of maths at home: more than, less than, lighter than, heavier than, in front, behind, up, down, etc.

You could practise ordering numbers 1,2,3 etc and 1st, 2nd, 3rd. There is a wide range of games which can provide enjoyable learning experiences. These include dot-to-dot sheets, snakes and ladders and dominoes.

Language

All of the shared activities around the home offer learning opportunities. This could include games such as I Spy, sorting the shopping into piles of tins, boxes, fruit, vegetables etc or sorting clothes by colour. Reading to your child is a valuable exercise as is saying nursery rhymes together. You could point out street and shop signs to them and help them to notice words and letters around them.

HOW CAN I BECOME INVOLVED AT SCHOOL?

In the past we have welcomed parents in to help with a variety of subjects. Recently all schools have tightened up security for the safety of all children and staff. Parents and other helpers may not assist unless they have been checked through the Protecting Vulnerable Groups system.

We now have a list of those parents and they are happy to help on educational visits, or in school, with activities such as computing and maths games. If you have already been cleared and would like to help us, please contact our school office staff and they will ask you for relevant documentation. They can also advise you on how to put your name forward for checking.

ASSESSMENT

Pupils in East Renfrewshire schools are involved in a variety of assessments and tests. The Primary 1s will take part early on in Baseline Assessment, where the teachers look at the children's awareness of language and mathematics. Later on, in P3, P5, P7 and S2, there will be standardised testing in reading and mathematics. This allows the school and the Education Authority to track individual pupil attainment. The P1s will also be involved in screening to assist staff in meeting any additional needs.

DEVELOPMENTAL MILESTONES

All Education Authorities throughout Scotland are asked to report on the Developmental Milestones of pupils in Primary 1. Throughout term 1, all children at that stage will undergo a series of observations and exercises by the Class Teacher and other appropriate school staff, looking at the following areas: Social, Emotional, Attention, Speech, Language (Receptive and Expressive), Communication, Gross and Fine Motor and Behaviour. This will help to further inform us of their strengths and needs.