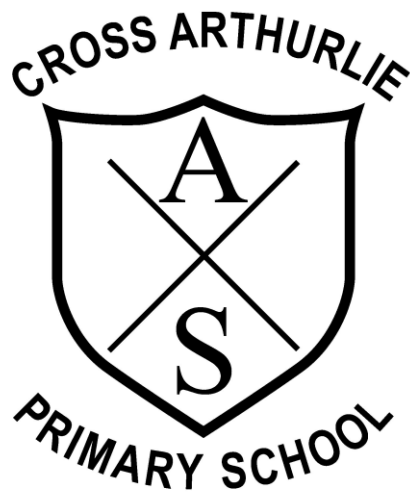


# Cross Arthurlie Primary School

## New Entrant Handbook



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Dear Families,

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

This handbook is 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 in school through Parents' Evenings and report with, hopefully, the opportunity to come into classes on Open Afternoons once the current restrictions are removed.

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 or e-mail can usually allay any fears and prevent misunderstandings from arising.

You and your child will soon get to know the key adults and make new friends in their class and beyond as they become part of the Cross Arthurlie community. We look forward to working with you and hope to involve you in your child's learning, school activities and areas of development in the school.

Yours,

Fiona MacDonald  
Head Teacher



## 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. The Parent Council also sell iron-on badges. Please contact them on 0141 570 7140.

## WHAT SHOULD MY CHILD BRING TO SCHOOL?



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 a gym bag and kept in school. You will be advised when to send in wellies and outdoor clothing for some of our outdoor learning activities.

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!

## SCHOOL HOURS

Morning	9.00am to 12.35pm
Interval	10.40am to 10.55am
Lunch Break	12.35pm to 1.20pm
Afternoon	1.20pm to 3.00pm



Primary 1 pupils attend school for the whole day and dismiss with the rest of the school at 3.00pm from the first day at school.

## WHAT HAPPENS AT PLAYTIME?



The playground is supervised by members of staff in the morning from 8.45am, during the interval and at lunchtime. Please do not leave your children in the playground before 8.45am.

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 extremely wet, the children have an indoor playtime in the classrooms, supervised by a member of our non-teaching staff and Primary 7 monitors.

For security reasons, adults are not normally allowed in the playgrounds. Parents or carers 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.

## 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.

<https://www.eastrenfrewshire.gov.uk/primary-menu>

Your child will be given the opportunity to order their lunch in the classroom every morning. 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.

We offer a Family Service dining experience at lunchtime. The children are provided with a three-course lunch with hot and cold options.

Primary 1, along with Primary 2 and 3, go to the lunch hall for first sitting and are served at their table.

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.

## ONLINE PAYMENTS FOR SCHOOL TRIPS, UNIFORM, ETC

Parents/carers can make online payments via Parent Pay, the new online payment system, or at a PayPoint. To register a Parent Pay account you will require an activation letter which will be given to your child. To access the Parent Pay website please follow the link below. If you wish to pay at a PayPoint please contact the school office to request your child's unique barcode. This is a simple and easy way to pay for school trips, uniform, etc.

<http://www.parentpay.com>



## 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, if a child is absent or late, names are recorded. If those absences or late comings become an issue, parents will be contacted by the school.

## 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 Government categorises school attendance and absence. The majority of family holidays taken during term time are 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 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 very rare.

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

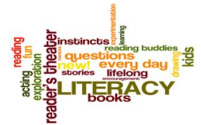
Parents may contact the school office for a form requesting that medication is administered. Please **do not** give your children medicine to take without completing the necessary form as it will detail timing and dosage.

## **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. Much of their learning is through play with specific targets set by the teacher.

They learn the day-to-day routines and rules of the classroom, making new friends and finding their way around the school.

### **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 allow 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 some 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 be encouraged to write their name and to start with a capital letter.

Our reading resources for P1 are Heinemann, Storyworlds and Bugclub. 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
- \*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



A jotter will be sent home twice a week with their 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 these words 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 this 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 with lots of interesting targets and play activities to reinforce skills and encourage investigation.

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



## **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



## **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.”

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 and Science:**

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

### **Body Systems**

Body systems and cells

### **Forces, electricity and waves**

Forces  
Electricity  
Vibrations and waves

### **Materials**

Properties and uses of substances

### **Topical Science**



The children 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, Digital Literacy and Computing Science:**

IT runs throughout all areas of the curriculum. The children also learn about:

- 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:**

The children learn about how people express their faith within Christianity, Judaism and Islam through a range of topics. There are regular assemblies throughout the year which cover a range of issues. In addition, we have two faith-based services which parents are invited to at Christmas and Easter. We also have links to our chaplain, Reverend Pamela, who is based in the Bourock Church of Scotland.



### **Other Languages:**

During the early years, this consists of weekly, formal lessons and other incidental teaching e.g. greeting each other in French and singing songs together. We are also a Confucius Hub and children have the opportunity to start learning Mandarin.



## **Positive Attitude and Behaviour**

Promoting positive attitude and behaviour is a key feature of the day-to-day work of staff at all levels of the school. One of the key mechanisms we use to promote this aspect of school life is our House System. Each of the pupils and members of staff belong to one of four houses and they work together towards winning the House Trophy. Positive attitude and behaviour is reinforced through this system and it creates a greater sense of belonging and pride in their house and the school. There are three house events every year – a quiz, a talent contest and sports day – which bring the school together and help create the close sense of community that we seek to promote as much as possible. These times of ‘togetherness’ – assemblies, house events and end of term services – help create the sense of belonging amongst the pupils.



Any instance of poor attitude or behaviour will be dealt with within the discipline policy of the school. Any incident that is of a significant nature will be reported to parents and carers directly. We always seek to address these incidents in a restorative fashion, emphasising to the children the impact that their attitude and behaviour is having on those around them.

## 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 continue to talk to them about their learning.

### **Numbers and Mathematics**

Reminding the children of the language of maths at home: more than, less than, lighter than, heavier than, in front, behind, up, down, etc, will help keep it fresh in their minds.

You could practise ordering numbers and counting where possible. There are a wide range of games which can provide enjoyable learning experiences. These include games such as snakes and ladders and dominoes.

### **Literacy**

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 experience 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.

Talking and listening to your child is the most important way of ensuring that they enjoy language and develop their sense of curiosity with reading and writing.

## HOW CAN I BECOME INVOLVED AT SCHOOL?

If you are interested in helping on educational visits, or in school, with activities such as computing and maths games, please contact our school office staff and they will support you in accessing relevant checks.



## **ASSESSMENT**

Pupils in East Renfrewshire schools are involved in a variety of assessments. The Primary 1s will take part, early on, in Baseline Assessment, where the teachers look at the children's awareness of language and mathematics. The P1s will also be involved in screening to assist staff in meeting any additional needs.

Children in P1 also take part in the Scottish National Standardised Assessments as part of the National Improvement Framework. They will take two SNSA assessments, usually in the final term: one in Literacy and one in Numeracy. Further information can be located at <https://standardisedassessment.gov.scot/parents-and-carers/>

## **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.

I hope you found this information helpful and look forward to welcoming your child to Primary 1 in Cross Arthurlie.

