



Giffnock Primary School

Handbook 2017

Introduction

Dear Parent/ Carer,

Welcome to Giffnock Primary School and Nursery Class. This handbook is written for all parents of children at or about to enrol as a pupil in either the nursery or school. It contains information about the school itself and the varied aspects of primary education and the nursery curriculum. We hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents and can assure you that we will all do our best to make sure that you and your children will enjoy being part of our school.

We actively encourage partnership with parents and welcome your positive role in the education of your child. With your support we can work together to make sure your child gets the very best education available.

You are free to visit the school at any time and we aim to make sure that any enquiries are dealt with promptly and courteously. Should you wish to speak with any member of staff please call at the school office, where every effort will be made to allow you to speak to the appropriate staff member. Alternatively, you can telephone 0141 570 7180 to make an appointment for a mutually suitable time.

Yours sincerely,

Rob Lawson
Head Teacher

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Contact Details

School Name:	Giffnock Primary School		
Address:	Academy Road Giffnock EAST RENFREWSHIRE G46 6JL		
Telephone Number:	0141 570 7180		
Fax. Number:	0141 570 7181		
Email:	schoolmail@giffnock.e-renfrew.sch.uk		
Website:	http://blogs.glowscotland.org.uk/er/Giffnock/		
Twitter Primary:	https://twitter.com/giffnockprimary		
Twitter Nursery:	https://twitter.com/GiffnockNursery		
Denominational Status:	Multi-denominational – this means children of any religion /ethnic group may enrol		
Co-educational Status:	The school is co-educational		
Associated Secondary School:	Woodfarm High School		
Stages Covered:	Nursery and P1 – P7		
Present Roll:	56 and 382		
Head Teacher:	Rob Lawson		
Present Class Structure:	Nursery	-	56 pupils
	Primary 1a	-	23 pupils
	Primary 1b	-	25 pupils
	Primary 2a	-	27 pupils
	Primary 2b	-	28 pupils
	Primary 3a	-	26 pupils
	Primary 3b	-	26 pupils
	Primary 4a	-	25 pupils
	Primary 4b	-	27 pupils
	Primary 5a	-	30 pupils
	Primary 5b	-	30 pupils
	Primary 6a	-	30 pupils
	Primary 6b	-	29 pupils
	Primary 7a	-	26 pupils
	Primary 7b	-	30 pupils
Current School Working Capacity:	462		
	Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.		

Nursery Groupings

The children are allocated to a particular group and key member of staff prior to, or as soon as, they start nursery, so that they can immediately begin to build positive relationships. A wide range of experiences help to build foundations for successful learning. For example, 'Story Time' is a quiet time together, which is used to tell stories, encourage discussion, build self-confidence and perhaps share events that have happened during the session.

How we promote learning in nursery

The entire nursery programme is based on play. Our staff take a positive leadership role in developing the children's interests, encouraging language development and organising the learning environment so that the children enjoy choice and meet progressive and engaging challenges.

It is important to encourage the development of a positive self-image so that a child may realise their full potential in later life. Children gain confidence by succeeding at tasks, which are all carefully graded in order that the children may be encouraged by success to try new and more difficult activities.



Composite Classes

[Composite classes](#) are made up of children from more than one stage, e.g. P 4/5. At present we do not have any composite classes at Giffnock.

Teaching Staff

All teaching staff in Scotland work a maximum of 22.5 hours class contact time per week. Therefore, your child will also learn alongside other teachers as well as their usual 'class teacher' throughout each week. A comprehensive, fully updated list of staff is always available on our school website.

Communication

The school uses a wide range of communication to contact and inform parents/ carers of events, contexts for learning and other pertinent information. As well as the school website, a monthly [newsletter](#) is issued. The newsletter details the work of the school as well as sharing important dates, holidays, and so forth. From time to time your children may receive a letter about a specific event. As an Eco-friendly school we encourage parents to sign up to our email service and receive the letter electronically. We take great pride in being one of the first schools in East Renfrewshire Council to achieve 100% email communication. Paper copies are available on request. We also use a text messaging service, which allows instant messages to your mobile phone, although we do try to limit this service to emergencies, such as school closure. A range of other forms of communication, for example our Twitter feeds, provide a breadth of information about school life throughout the session.

It is very rare for a school to close, however, if a decision was made for this to happen, the school would use the following communication to inform parents:

- SMS (Text Messaging)
- School website update
- Email
- Twitter

It is almost impossible to contact all parents/ carers individually by telephone; however, we have systems in place to contact individuals by SMS or email. For this reason we would ask that if you haven't already done so, you provide this information to the school office. The school telephone line may be very busy during such times, and other forms of communication should be checked first. The local authority's website page, along with Twitter and Facebook accounts, will also be updated on a regular basis, ensuring that you are well informed of any closure decisions. The local press and radio may also have information.

When the weather takes such an unexpected turn for the worse, the safest place for your children is the school building until you can get here safely to collect them. Children will be supervised and released only when you, or an identified adult, collect them. A letter may be issued explaining the reasons for closure and indicating the methods by which they will be informed of the date for the reopening of the school. This letter may be provided by email or text and will be supported on the school and East Renfrewshire Council's website. Further information about severe weather can be found on our school website.

Often parents/ carers wish to discuss an issue face-to-face with a member of staff. An appointment can be made by calling the school office; in addition the school offers a weekly senior management drop-in on a Friday morning, between 9.00 a.m. and 9.30 a.m., where parents can come along and speak to either the Depute Head Teacher or Head Teacher.

We work hard to ensure that your child is happy, safe and learning; however, if you have a particular concern or complaint, then we will treat this with the upmost importance (for further information: [Complaint Policy](#) or via the [ERC Website](#)).

As a member of the parent/ carer forum you may wish to contact the [Parent Council](#). They can be contacted via [Facebook](#), [Twitter](#) or email – giffnockpc@hotmail.co.uk

An annual 'Meet the Teacher' event takes place in September, allowing parents/ carers to visit their child's classroom and become more familiar with their learning environment. It also provides an opportunity for them to meet their teacher and view some of the resources the children will be using.

Parents/ carers and Teacher Meetings are organised on a twice yearly basis. These meetings usually take place in November and March and provide an opportunity to discuss learning progress. A [formal report](#) is issued in June.

In addition, your child, along with their classmates, will share their learning during our assemblies. Parents/ carers are invited to come along and form part of the audience. Assemblies take place on a Friday at 9.50a.m. The timetable for assemblies is updated each term (August, January and April). Details are added to the school website and an email is sent home.

Prospective parents/ carers are encouraged to view our school website, contact the school office for further information and/ or to arrange a tour of the building.



Attendance

Nursery

Parents/ carers should inform us if their child is likely to be absent from nursery at any time. Attendance information is recorded and passed on to the primary school as part of the transition record.

If your child is having problems in attending regularly we will be happy to discuss any difficulty that you may have. If you move from the area, please find the time to let us know that your child will no longer require their place.

Attendance at School

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, and absence from school will be recorded in the school register as authorised or unauthorised (as defined by the Scottish Executive).

If your child is ill, and unable to attend school, **please telephone the school office between 8.30 a.m. and 9.00 a.m.** on the first day of their absence. It would be useful if you could indicate to the office when you expect your child to return to school. If they should return earlier or later than this date please telephone the school to keep our records up to date. The school office will pass a message onto your child's teacher who will record the absence. **If we have had no information about your child by 9.30 a.m. the school office will contact you. For this reason, please ensure that any contact details are up to date.**



When your child returns to school, you should give him/ her a note giving the reason for absence. Please make sure you do this even if you have contacted the school by phone – it does help to keep our records up to date and is important if further enquiries need to be made at a later time.

Family Holidays during Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/ carers should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays

-
- Holidays which overlap the beginning and end of term
 - Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the Head Teacher's prior agreement has not been sought, the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above), extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families
- Exceptional Domestic Circumstances

Parents may request permission for such leave in writing and the school may authorise.

The school attendance officer may investigate unexplained absences, and the Education Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter of the Children's Hearings, if necessary.

At Giffnock we put a great deal of emphasis on attendance at school. The authority and the school support excellence in attendance in various ways, monitor closely the attendance of all pupils and inform parents when concerns emerge.

Parental Involvement and Engagement

At Giffnock, we understand the great significance of parental engagement in our children's learning and we know that they will always learn most successfully when school and home work effectively together. A wide range of information is available through the Parent Section of our [school website](#).

We also use a range of methods throughout the year to find out your views, including questionnaires, audits, parent drop-ins and comment boards. Your views are most welcome and help us prioritise improvements for our [School Improvement Plan](#).

Supporting Learning at Home

Our [Homework policy](#) takes into account the views of children, staff and parents. Homework is set by class teachers with the core homework focusing on children practising key literacy and numeracy skills. Tasks set may include reading, number and maths work, spelling, and so on. The tasks will be linked to work covered in class and should be able to be completed by the child working independently. Homework tasks are given most days but no child should need to spend more than 30-40 minutes completing this and, generally, the time needed may be considerably less.

All children have the responsibility to note the work to be done each day. Parents are asked to sign when the work has been completed and make any comments. In addition, children in the primary classes have an opportunity to transfer these skills during project based learning. Homework projects are designed to help support skill development and to allow children to enhance their learning across the curriculum.

Children will increasingly need to use research skills at home and the leaflet [Explore – Research Skills](#) will remind children about these skills. The school may also offer homework classes to targeted groups. A range of other helpful resources for use in the home can be found through our school website, for example at <http://www.educationcity.com/>

Home/ School Partnership

Curriculum for Excellence is designed to provide our children with knowledge and skills for learning, life and work. From time to time the school welcomes parents/ carers along to interactive workshops to find out about how they can support their children's learning and to inform them of the content of the curriculum. In nursery we encourage parents to add their ideas for contexts for learning. Our learning boards are found outside the nursery room.

We also have a host of parents/ carers who share their skills and expertise with pupils in the classroom, assist on school trips, run after school clubs, help shape school policy and so on. Social events at the school are very well attended and we encourage our children and families to be as actively engaged as possible.

Regular newsletters are sent home to inform parents of forth-coming events, to report on activities that have taken place and to celebrate the achievements of our pupils.

Parents are welcome at any time to discuss their child's learning, either by telephone or in person.

Parental Representation

Our [Parent Council](#) currently plays an active and collaborative part in school life. Members meet on a regular basis and discuss school policy, performance and improvements. They have a specific role to support the school and represent the views of the wider parent forum. To do so, they often issue their own questionnaires, survey opinion in the playground, add a [Facebook](#) or [Twitter](#) link and/ or invite guest speakers to a meeting.

The Parent Council also leads fundraising for the school through the Parent Fundraising Committee and supports a range of activities for all children.

Further information is available on www.parentzonescotland.gov.uk



School Ethos

Over the session 2015-2016 our school community worked on updating our Vision, Values and Aims. A whole school competition was launched and the winning motto that best encapsulated the ethos of our school was from Fraser:

“Working hard, having fun, that’s the way we get things done”

Children were also invited to make a school emblem to represent what Giffnock means to them. Freya created a beautiful design which you can see below.



Working hard, having fun.
That’s the way we get things done.

At Giffnock we have a rich, diverse community and so it is very important that our Vision, Values and Aims represent all of us. During the session 2016-17 we have already begun consulting with parents and carers about our School Values; one of our key priorities this session will be to formalise and celebrate what these core School Values are, having agreed them with stakeholders across the school community.

Recognising Achievement and Raising Attainment

In line with the authority's [Recognising Achievement and Raising Attainment](#) (RARA) policy, the school encourages all children to celebrate their achievements. Individual classes have various systems which celebrate learning. Assemblies also include 'star awards', which highlight progress and allow all to celebrate the achievement.

In addition, the school tries to encourage children to share their personal achievements from home and the community. These can include sporting achievements, learning a new life skill, and so forth. In the first place, the class celebrate these, then a class vote takes place to nominate the pupil who will share their achievement as part of the whole school regular '*Awesome Achievers*' assemblies.

Achievement comes in many shapes and sizes with pupils noting down, for example, their participation in an after-school club, school outing, Scout club or Brownie event. The school carefully tracks and actively encourages these achievements, whilst targeting and supporting pupils to participate.

Promoting Positive Behaviour

The relationship between pupil and teacher is similar to that between a child and his or her parents; built on trust and mutual consideration, understanding and tolerance on both sides. The School Values provide a foundation for our shared expectations. The ethos of Giffnock promotes a nurturing approach to positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and well-being of all.

The school has a clear [code of behaviour](#) and each child is made aware of this on a regular basis. In the event of a pupil's continual misbehaviour, parents are informed and their co-operation sought. If the indiscipline continues, the parents will be invited to the school to discuss the problem in an effort to reach a satisfactory solution.



School House System

The school operates a [house system](#) which is a very significant aspect and focus of life at Giffnock. The House Meetings, Events and Challenges provide opportunities for collaborative learning experiences across the age ranges and help to further develop the 'Giffnock Family'. There are four houses, as detailed below.

New Captains and Vice-Captains are elected for each new session with pupils organising their own election campaigns, complete with manifestos. The Captains and Vice-Captains for 2016-2017 are shown below.



Davieland-Burrell
Jessica and Philip



Eastwood-Livingstone
Alanna and Lily



Mains-Mackintosh
Tom and Olivia



Orchard-Scott
Kirsty and Sam

Children earn house points throughout the week with the weekly winner announced at assembly. Various House Challenges take place throughout the school session, for example quizzes, design challenges and sporting events.

Anti-Bullying and Anti-Racism

Along with our cluster schools (Woodfarm High School, Thornliebank Primary, Braidbar Primary and Glen Family Centre) Giffnock follows agreed guidelines and policy which are available through our school website. All reported cases of bullying behaviour are recorded, investigated and monitored.

We take a proactive approach to anti-bullying by having whole school assemblies, workshops in classrooms and a selection of resources, for example Bounceback, which help them to develop strategies to cope with difficult situations.

Pupil Voice and Leadership

At Giffnock Primary School, our children lead their own learning and experiences in a wide range of different ways. Within our classrooms, children are encouraged to take responsibility for their own learning through planning and developing activities alongside our class teachers. As successful learners, they help to agree focuses for learning and the success criteria to assess their own experiences by. Our children are also progressively developing their own abilities to evaluate and articulate their successes, challenges and next steps.

Our Pupil Groups are made up of representatives who have been elected by their peers and we have a wide range of opportunities for our children to lead their own learning, including: House and Vice-Captains; Pupil Council; Sports Committee; Eco Committee; Junior Road Safety Officers; Rights Respecting Schools; Peer Mediators; Playzone Buddies; Young Leaders; and Support Buddies. The children plan, implement and evaluate their efforts as part of these groups. They help to lead a broad range of learning experiences across our school and are an essential part of the Giffnock Family.

This Pupil Voice and Leadership is a hugely important part of our school community, through which our children are developing skills for learning, life and work. From Teamwork and Communication, to Management and Organisational Skills, our children are developing the attributes and qualities for their future successes.

Our children are also consulted in major school decisions, such as uniform, homework and learning and teaching. The children are also surveyed on school improvement and priorities for change. The children's views are gathered in a variety of ways including through dialogue, via discussion forums, questionnaires, assemblies and voting.

Partnerships in the Community

We value the importance of the role we play in the local and wider community. Giffnock Primary School started life as part of Orchardhill Parish Church. The school used the bell tower as a classroom, before moving to the Academy Road site at the beginning of the 20th century. These links with the church have remained with the children making regular visits throughout the school year. These include end of term celebrations at Harvest, Christmas, Easter and summer. Our school serves a diverse community. We see this as an opportunity to celebrate the diversity of cultures and beliefs of others. We work hard to encourage harmony, appreciation and consideration through regular visits from religious leaders, outings to places of worship and studies of different faiths and festivals.

The school also prides itself as a good neighbour and we work alongside local businesses to help promote and care for the community. We have formed very effective business links, with many of our neighbours supporting the work of the school through sponsorship, educational talks and visits. The school also works closely with Giffnock Library to promote books and reading.

As a school we are fortunate to have local sports clubs nearby, such as swimming, tennis and running. As part of the Authority's Active Schools programme, we visit the clubs and work with coaches to improve skills in these sports.

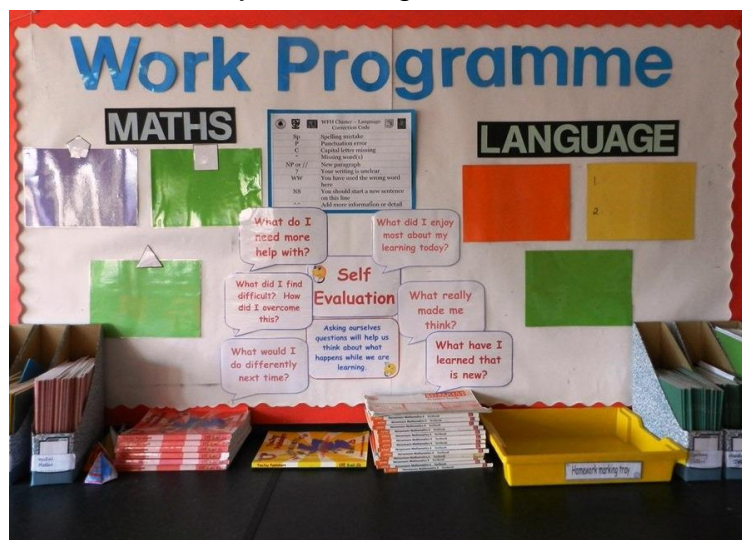
The Curriculum

Curriculum for Excellence

In Giffnock Nursery and Primary classes our children study a broad general education, focusing on the following curricular areas:

- Languages (including French and Spanish) and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious & Moral Education
- Technologies
- Sciences
- Social Studies
- Expressive Arts

The curriculum is planned from 3 – 18, with progressive levels of attainment:



Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some.

Learning and teaching is planned at early level for our children in Nursery and Primary 1. Careful tracking and monitoring takes place to ensure key experiences, skills and knowledge are built upon at transition times (moving from class to class). Children from Primary 2 to 4 will often work within the First Level, whilst from Primary 5 to 7 they will often work within the Second Level. However, this does not mean that the children will be doing the same work, nor learning at the same pace. Children's specific learning targets will be matched to their abilities.



As mentioned, not all children work at the same pace, therefore some children may be working at a level different from their peers. If the school has a concern about the pace of learning, the class teacher will speak to parents/ carers and provide information on how home and school can work together to support the child. In some cases specific learning targets and a separate plan for learning may be required. The formulation of such plans is a collaborative process involving children, parents and staff. Further details of how we support learning can be found later in the handbook.

In the same way, if a parent has a concern about their child's learning and progress, they should contact the class teacher via the school office, where an appointment will be arranged as soon as possible.

The curriculum is skills based, with a focus on our children learning skills for learning, life and work. We work hard to create opportunities where children can practise, consolidate, transfer and apply these skills out with the context of the classroom. These also include homework projects, school performances, educational visits, design challenges and local and national competitions.



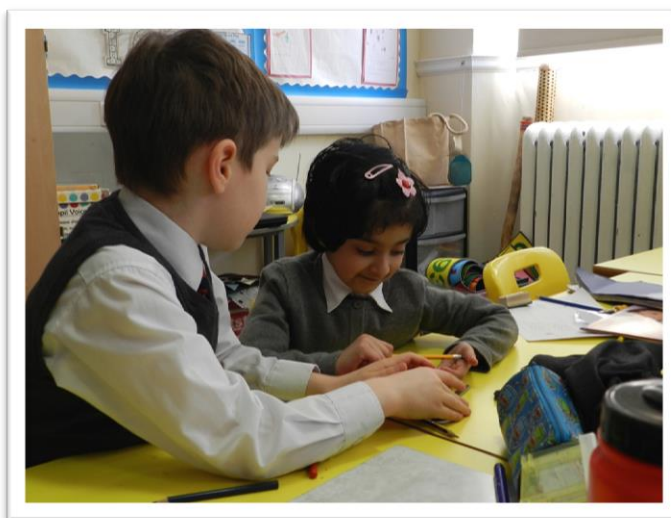
Purposes of the Curriculum for Excellence

“Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.”

Successful Learners	Responsible Citizens
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Confident Individuals	Effective Contributors
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

At Giffnock we encourage children to be involved in their learning from the very beginning – at the thinking/ planning stage. Learning aims are shared with them and with their teacher they agree the success criteria through which they can evaluate their progress. Each playroom and classroom has a learning/ planning wall, where children can post ideas on what they want to learn and how. This may include particular themes and topics or it may relate to the resources they use. In nursery, we ask parents to add their ideas too!

“Depending on the task we often work in pairs; it’s good to have someone to help and share”



Language

In nursery we encourage children to improve their listening and talking skills. We do so by sharing and enjoying stories and rhymes and using information books. We also listen, recognise and repeat sounds and words. We do this in a fun way through familiar songs, rhymes and riddles. Children are also encouraged to experiment with writing, using a range of tools. We discuss children’s stories with them and celebrate their imagination and creative detail.



Phonological awareness is also a focus in nursery, where we encourage the children to hear sounds as well as say them. This starts with nursery rhymes, where children are encouraged to, for example, identify the rhyming word, make up words starting with the same sound, or play eye-spy.

As children begin to learn to read, a range of other reading strategies begin to be developed. For example, with regard to ‘tricky’ words which do not follow phonological rules, the look and say method is taught, i.e. look at the word and the picture and try to remember what the

word looks like. We use a range of resources to support the development of reading skills, both paper-based and electronic. We do not follow a single ‘reading scheme’ but do draw upon a range of texts, including the Heinemann Storyworlds series. Such resources are used to teach listening and talking, reading and writing for Early and First Level, and provide a good starting point for consolidating and acquiring language skills.

‘Phonics’, the sounding of the letters, is taught alongside these other strategies (such as the look and say method). A good phonological awareness is essential before children start the formal teaching of Phonics. The structured programme used in Giffnock consists

mainly of the 'Jolly Phonics' scheme, which is a synthetic phonics model. Most of this work is done orally (speaking) and aurally (listening), both within and out with the contexts of the class or group reading lessons.

From First Level onwards the focus for teaching and learning moves to more complex skills of comprehension and children are encouraged to 'interrogate' reading materials to ensure they fully understand what they have read. Again, we use a range of resources to support this development. As with writing, listening and talking and knowledge about language skills are linked to work in reading.

The development of writing skills is directly taught in weekly whole class lessons. Children are taught the skills they need in groups and personal targets are set and worked towards. In addition, children from Nursery to Primary 7 have opportunities throughout the week to practise and transfer their writing knowledge and skills.



From an early age children are encouraged to pick up and have a go with writing materials and start to 'make marks'. In nursery the children are continually encouraged to write (make marks). Writing is modelled by adults and signs are available throughout for children to copy. Children quickly move from mark making to scribble stream,

and onto making word like clusters, before forming letters and writing their name and simple words. Our Nursery Staff are very skilled at supporting this development and are aware that some children spend longer on some stages than others, and indeed that some children jump straight to writing! You can support this development by modelling writing at home, providing lots of opportunities and a variety of writing materials (pencils, paper, pens, chalk, etc.).

Once in school, handwriting is formally taught. The whole school follows a programme of cursive writing. In the early years, children will have daily handwriting lessons. This is taught in a variety of fun and interactive ways, including the use of sand and whiteboards. Thereafter, the amount of teaching and practise is decreased until eventually the children are all joining and writing in a free flowing script.

Children are given opportunities to develop their talking skills through our planned activities and play. Listening skills are developed through the use of listening centres both in classrooms and open areas. Children are encouraged to use their listening skills through activities such as discussion of reading texts, radio and television programmes, art and design and music.

We are always trying to improve our provision of engaging reading resources. This includes a range of resources and texts based in our central Library and classrooms, as well as a breadth of ICT equipment that, using our recently enabled WiFi system, will continue to develop the range of learning experiences and outcomes for our children.

Other Languages

Pupils work through a structured weekly programme developing oral, reading and written skills. Liaison with secondary schools means this programme is built upon in secondary classes with pupils continuing the language started in nursery. In 2015 we also introduced Spanish in P5-P7 as part of our cluster work on languages.

Children spend time on language work every day. A minimum of six hours is spent on language per week.



Mathematics

As soon as children join Giffnock Nursery, they begin to explore numbers, shapes, colours, sizes and other aspects of numeracy. They identify similarities and differences and are able to name, sort and classify. This is learnt through real life and play situations.



Children continue by developing basic numeracy skills i.e. addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths has a significant role to play in developing mental agility and, to this end, some time is spent on this area of maths in each class on a daily basis. To support our learning and teaching, a range of resources are used including Heinemann Mathematics, Maths in Action, On the Track, 'Teejay Mathematics' and various computer software programmes.

Purposeful play in maths helps provide relevance for our children, for example classroom shops and looking at Giffnock train timetables.

Like language, mathematics learning and teaching takes place each day, with a minimum of six hours spent on this area per week.

Health and Wellbeing

This area of the curriculum is concerned with educating our children to understand their own wellbeing and to make informed, positive choices about their own health. In Health lessons, staff and pupils tackle subjects such as personal health & safety, drug and alcohol misuse, road safety, 'bully-proofing' and keeping healthy. Specialist services such as the school nurse and community police officer are invited to school to help educate our children in this area.

It is a vital area of learning and teaching and the work we do in this context not only helps our children deal with difficult situations, but also helps to create young, relaxed and

confident learners. We have a comprehensive and progressive programme in place, which focuses on developing skills such as independence, interdependence, resilience, self-awareness and self-confidence.

Some of this learning is organised collaboratively, using strategies such as Circle Time, and we draw upon a range of resources to enhance our children's experience, for example Skills for the Primary School Child, Creating a Confident School, Cool in School, Quality Circle Time and Bounce Back.

Physical Education

All pupils have a minimum of two hours of P.E. per week. In nursery this is a daily experience, taking place mainly outdoors. Lessons provide the children with opportunities to develop physical skills, encourage confidence and co-operation with others and to foster



a positive attitude to health and fitness. Class teachers teach the children using East Renfrewshire Council's [Active 8](#) programme. This programme provides the children with the opportunity to develop specific skills. Children in Primary 4/5 also receive a block of swimming lessons. Currently, all children from Primary 1 to 7 take part in the 'Daily Mile' initiative in which the children aim to complete daily jogging/ running activities. The school also offers a range of extra-curricular activities including cricket, dance, football and netball.

Technologies

Children at Giffnock experience learning in the curricular area of Technologies across their school week. In part, this is about developing specific skills to, for example, utilise software to more effectively achieve learning targets. It is also about supporting the children to use a range of ICT to support and enhance their learning across the curriculum. We have recently had our WiFi system enabled (December 2016) and are now in the process of re-organising how we can most successfully use a range of ICT within the school, including laptops, iPads and Kindles.

Social Studies and Sciences

Children make sense of the world in which they live by developing their knowledge of people and places. Our nursery children explore 'real life' events and link them to their own experiences. This includes visits within the local community, for example to the shops, train station, library and park. They find out about materials experientially, by playing with them and using them in their own ways.

The teachers select the skills and knowledge to be taught and introduce these to the children as their learning aims. Sometimes the children may be taught these as part of a

specific topic or theme, at other times as a discrete lesson. For example, mapping skills may be taught discretely or as part of a class topic on the local park. The children are encouraged to share their prior knowledge before they start their learning, ensuring that the learning suits their needs. We also encourage the children to be involved in planning and choosing what they want to learn more about and how.

Educational visits may be arranged to places of interest that support our children's learning, for example Glasgow Science Centre, Scottish Parliament or New Lanark. Other members of the local community, such as Community Police, Councillors, Crossing Patrol, School Nurse and the Transport Police, are invited to the school to add practical and personal contributions.

Expressive Arts

Art and Design

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various mediums, e.g. music, poetry and the work of famous artists. All children are encouraged to develop their creative talents through participating in activities that include the use of different materials, e.g. paint, and collage work, plasticine and clay.

Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role play, improvise, use movement and mime and use sound to express their own and others' ideas. The opportunity to develop these skills often arises through other curricular areas and in Giffnock these may often be linked to topic and language work.

Music

Our aim in music is to foster a lasting interest in and enjoyment of musical skills.

In Giffnock, all children have the chance to realise their full potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. A teacher from East

Renfrewshire Council visits the school on a weekly basis to teach children musical skills. In addition, musical specialists visit the school and offer tuition in a range of instruments, including violin, guitar, woodwind and brass.

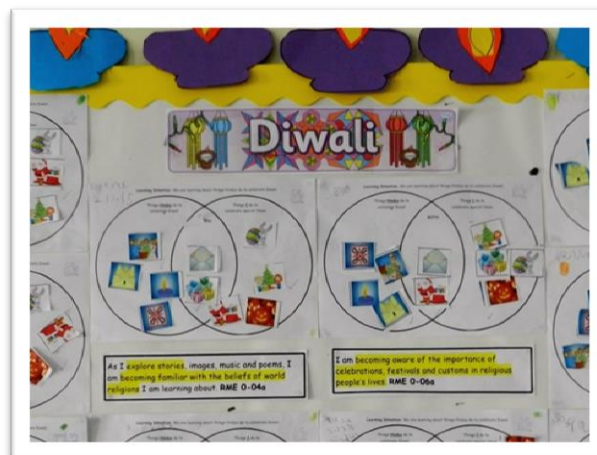


Religious and Moral Education

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. Religious and Moral Education is taught in Giffnock with these broad aims in mind and reflects Council and national policies as set out by the Education (Scotland) Act 1980.

In nursery, we learn all about different religious festivals and the associated customs and traditions. We have a lot of fun celebrating these.

In the primary school, we have a structured programme which is taught by class teachers and invited guests. Included in our R.E. programme is the study of Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others. While studying R.E., classes may make visits to local churches and other sacred buildings.



"I felt proud when I presented my learning at assembly", Cara.

School assemblies take place on a weekly basis, on Friday mornings. Each class has an opportunity to lead an assembly. Themes of the celebration reflect the diverse community of Giffnock and parents are invited to come along and take part. Awards are also presented during this time. End of term services are held in the local Church (Orchardhill) and are well attended by parents. It is recognised that the Education (Scotland) Act 1980 allows

parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the Head Teacher to allow any arrangements to be made.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.



In general, in enrolling a child at this school a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular subjects/ parts of the curriculum or specific activities forming part of the curriculum at the school. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (i) religious observance

and instruction, and (ii) sex education programmes. Other than these two excepted areas, however, pupils are required to participate in all parts of the approved curriculum.

Parents may wish to note that in the event of the school seeking to make major changes to the curriculum on offer, consultation will be carried out with them and other stakeholders through the Parent Council, Pupil Council and by other appropriate means. Further information and advice about the curriculum is available from the following sources:

- School - [Giffnock/curriculum](#)
- Authority - [Curriculumlinks](#)
- Nationally - www.educationscotland.gov.uk/

Extra-Curricular Opportunities

At Giffnock, we aim to develop a holistic sense of learning, within which our children are able to access and take advantage of a very wide range of learning experiences. Each term, we provide a breadth of extra-curricular opportunities at both lunch times and after school. A number of these are sports-based and our partnership with Active Schools helps to support opportunities from Badminton to Bollywood dancing. Alongside curricular based P.E. experiences, these opportunities contributed significantly in our recent success of the Sportscotland Gold Award. In addition, extra-curricular clubs in a number of other areas are regularly offered, from Arts and Crafts clubs to Coding.



All details of these opportunities are available and regularly updated on our school website: [After School Clubs](#)


Assessment and Reporting

This is an integral part of learning and teaching, and pupils are continuously assessed in an informal way as part of the daily class routine. This type of assessment is known as Formative Assessment. 'Assessment is for Learning' is an integral part of our Assessment Framework. You can find out more here: [Assessment is for Learning \(AifL\)](#).

Three main strands of assessment activity underpin the AifL initiative in Giffnock nursery and primary classes:

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 criteria with learners, effective questioning and feedback.

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



"We get comments, we read them the next day and make sure we follow them"
by Sean

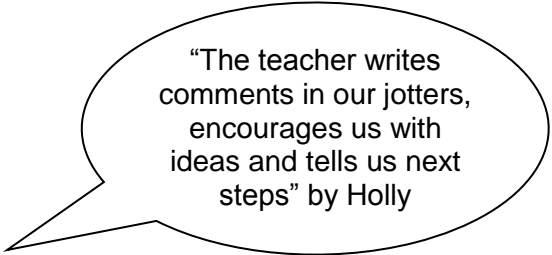
Assessment OF learning involves working with the range of available evidence that enables staff, and the wider assessment community, to check on pupils' progress.

When planning learning, teachers consider the desired outcome (the success criteria) for pupils. This is shared and collaboratively agreed with children so that they know the expectations and can identify their learning goal(s). Staff carefully plan assessment tasks during this stage, focusing on the things they wish the children to be able to **make, say, do or write** at the end of the learning. Assessment is based on this and evidence gathered. In the upper stages of primary school children have an E-Portfolio, where they record and evaluate these goals and select the evidence to demonstrate their learning.

In nursery, evidence of learning is stored in the children's profiles. These profiles are shared with parents throughout the year.

The Senior Leadership Team work alongside class teachers to 'track' the progress of all pupils throughout the school session. They meet with class teachers to discuss individual learning styles, needs and support, and attainment targets are set. These meetings take place three times a year. This information is shared at transition (moving from class to class) to ensure that children's needs are continually being met and expectations remain high.

At other times, Summative Assessment strategies are used. In the primary classes, assessments may be used to help teachers assess pupil progress, identify strengths and diagnose any barriers to learning. When the class teacher decides a pupil, or group of pupils, is ready to progress to the next level, a specified assessment task may be used. These are undertaken to confirm ongoing, day-to-day assessments made by the teacher.



"The teacher writes comments in our jotters, encourages us with ideas and tells us next steps" by Holly

As appropriate, the results of any assessment are reported to parents during parent/teacher meetings which are held twice yearly. During these meetings, teachers will report

on children's progress and parents have the opportunity to discuss this and to view their child's work. Children's work is also sent home termly, with a comment sheet for children, parents and teachers.

In East Renfrewshire Council, all Primary 1 children complete a Baseline assessment in reading and mathematics. This assessment is carried out in the first few weeks of term. The results are analysed and next steps in learning identified. In addition, Primary 3, 5 & 7 children take part in the authority's Standardised Testing programme. This takes place in February. Children are assessed in reading and mathematics. The results are standardised, with 100 being the East Renfrewshire average. Diagnostic information is also made available, allowing the schools to support children's development needs and extend particular strengths. This information is available to all parents on request.

Parents also receive a copy of their child's Summative Report (pre-school nursery children) and School Report (Primary 1 to 7) in June of each school year.

Transitions

Giffnock Primary School and Nursery Class provides education for children from the age of 3 years until 12 years. As your child moves through the stages in the school, detailed transition information is recorded and shared, ensuring that your child's education and experience with us is progressive and builds upon their prior knowledge and skills. Although many of the children will stay within the same building, the movement from year to year is carefully monitored and decisions concerning classes, learning and curriculum taken into consideration.



In January of each year, parents of children who will be 4 by the end of February of that year will enrol their children for primary school. Whether the school chosen is Giffnock or another, the careful sharing of information still takes place to ensure your child's continued progress. In addition staff from the primary school visit your child in nursery and get to know them prior to starting school in August. Parents are also invited to take their children along to induction visits. These visits are designed for the children to meet the staff and for parents to find out information about the school.

Some parents may decide to defer the decision for their child to start school for a further year. Details of East Renfrewshire Council's Deferment Procedures are available [online](#).

Pupils normally transfer to secondary school between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Like the arrangements for nursery to primary 1, detailed discussions take place between staff, allowing sharing of pupil information. Secondary school staff visit the children, and work with them in their primary class. Children also have an opportunity to visit their new school and parents too are invited to information events. Arrangements for secondary transition are issued to parents no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from Giffnock normally transfer to:

Woodfarm High School
 Robslee Road
 Thornliebank
 G46 7HG
 Tel. 0141 577 2600

Giffnock Primary has very good relations with [Woodfarm High School](#) and its staff and pupils. Links are strong in curricular continuity and transition procedures and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents.

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.

Please note that new admission guidelines came into effect in East Renfrewshire from January 2017.



For some of our children, an extended transition programme is required. This could be for a range of reasons, including supporting the transition of a pupil with Additional Support Needs. A programme is devised between both schools, detailing exactly the type of support the child may need to ensure a smooth transition. This may include additional visits, a specific timetable, etc. If parents are concerned about their child's transition they should contact the school. In addition parents may seek independent and confidential advice from [Enquire](#).

For more information about placing requests for East Renfrewshire Schools, you should contact ERC 0141 577 3578.

Support for Pupils

In Giffnock we ensure that all children are provided with work that is appropriate to their stage and development. This may be achieved through class, group and individual teaching approaches, enabling children to reach their full potential. However, many pupils may, at some point in their school life, experience a [learning difficulty or barrier](#) of some sort. Additionally some children may have a particular talent or strength. The Scottish Schools (Parental Involvement) Act 2006 and the accompanying guidance placed obligations on schools to be active in engaging with parents in general, and non-resident parents in particular, and to work hard to break down barriers that may be perceived as discouraging involvement.

Class teachers are responsible for teaching all the children in their class and support is provided by the Support for Pupils teacher, Bilingual Support Assistant and Senior Leadership Team. This support may take the form of direct tuition, advice to the class teacher, provision of appropriate materials and practical help within the classroom. The school has excellent relations with Health & Psychological Services and also has a Joint Support Team. This team consists of representatives from a range of agencies and meets regularly to discuss the whole child and the best support available to enhance their development and learning. Parents are informed of any such meeting involving their child.

When children are experiencing specific learning difficulties, parents will be invited to the school to discuss progress and explore ways in which further support may be given. A plan may be started to target specific areas of difficulty and other outside agencies are involved if appropriate.

A support plan breaks the child's learning and teaching down into smaller targets. It details a particular approach or resource and it measures progress at regular intervals. The class teacher identifies the targets and evaluates progress. If progress is not being made, the class teacher will speak to the Additional Support Co-ordinator for the school. The Co-ordinator will work with the manager responsible for the stage and the class teacher to review the progress, identify possible next steps and decide if appropriate resources, including teaching and support staff, are being deployed to support. This is again reviewed, and if at this point progress is still not as desired, the school may carry out specific assessments and/ or speak to the school Educational Psychologist for further advice. Parents are informed throughout this process and invited in to hear the findings of any assessment or indeed to meet the Educational Psychologist.

Parents are encouraged to contact the school if they feel their child's needs are not being met, or could be addressed more appropriately. If further advice is required then the Support for Pupils Co-ordinator, would only be too happy to help.

Child Protection Policy and Procedures

At Giffnock Primary School we take the care, welfare and protection of our children very seriously. We believe all children have the right to feel safe within the school, home and community.

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. Every staff member is trained and if they have any concerns they have a duty to report to the Head Teacher, who will inform the local Social Work Department.

The Head Teacher is the Child Protection Co-ordinator and has responsibility for ensuring the implementation of the school Child Protection Policy. If you wish a copy of the policy or to discuss the content, you should contact the school for further information.



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 or to a member of staff at the following numbers:

East Renfrewshire Social Work Request for Assistance Team (Children and Families):
0141 577 3557

East Renfrewshire Social Work: 0141 577 3003

Glasgow and Partners Emergency Work Services (out of hours): 0300 343 1505

Police Scotland: 101 or 999 in emergencies

At Giffnock we work hard to keep our children safe and our 'Care Team' play an important role in this. This team consists of members of staff who have participated in specialist training or hold the remit for a specific area of Child Protection and Welfare. The team consists of:

Rob Lawson (Head Teacher):	All areas of Child Protection
Kirsty Rawley (Depute Head Teacher):	Bullying and Health/ all areas of Child Protection
Judy Brown (Principal Teacher):	All areas of wellbeing
Eddie McGee (Educational Psychologist):	Learning and behaviour
Lorna Bruce (Support for Pupils):	Bereavement/ Loss
Dot Carney (Support for Pupils):	All areas of support

School Improvement

Giffnock School Improvement Planning

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, pupils, staff and other agencies, and taking into consideration national and authority targets, priorities are identified and a plan is devised. As part of our ongoing three year improvement plan, this session our key priorities focus upon raising attainment in literacy (reading) and numeracy, the development of our school Values and Vision, more effective articulation of learning and developing the ways in which we assess learning.



Giffnock Primary School is a member of the Woodfarm Cluster. This is a group of associated schools that work together to ensure consistency of learning for all children who attend Woodfarm High School. The cluster is made up of Glen Family Centre, Braidbar Primary School, Giffnock Primary School, Thornliebank Primary School and Woodfarm High School. The cluster produces an Improvement Plan which details development priorities for all five schools.

This session the cluster is further implementing a three-year Improvement Plan running from 2015-18. The current session is focusing on:

- Improving our consistency in **Self-Evaluation** to help ensure continuous improvement.
- Further developing the broad general curriculum through our **Curriculum Design** by incorporating skills for life, learning and work into our curricular pathways.
- Continuing to **Raise Attainment** in reading, writing and mathematics and ensuring an appropriate and consistent gradient of learning for all individuals.
- Continuing to **Recognise Achievements** and improve the tracking and recording of these from ages 3-18 across the cluster.
- Further embedding **Equalities** through the principle of Getting It Right For Every Child (GIRFEC) by the provision of appropriate learning experiences, nurturing approaches and partnerships with parents/external agencies.

School Achievement and Attainment is carefully monitored by the school and the authority, with the school reporting on progress, outcomes and impact on an annual basis. All authority targets were achieved or exceeded and the progress was good. In the authority standardised tests overall attainment in Maths was sustained and attainment in Reading continues to remain above the national average.

Almost all learners are extremely motivated, successful and confident. Most pupils attend clubs out with the school day to support their learning and achievement. Our pupils and staff have achieved and participated in many sporting festivals, musical events and other activities at both local and national level, for example:

- SportsScotland Gold Award Status received September 2016
- Rights Respecting School Level 1 received September 2016
- Green Flag Status – Scottish Eco Schools - received September 2016
- Primary 7 Residential trip to E.R.C. approved outdoor centre
- E.R.C. Music Residential Week
- Bikeability (Cycle Proficiency)
- Inter-school projects
- Staff completion of accredited modules
- Ongoing theatre trips and other events

Curriculum for Excellence: % of pupils achieving expected levels					
Reading					
June 2013	June 2014	June 2015	Agreed Target 2013-15	June 2016	Agreed Target 2016-18
89.5%	88.6%	92%	89%	91.6%	91%
Writing					
June 2013	June 2014	June 2015	Agreed Target 2013-15	June 2016	Agreed Target 2016-18
86.1%	88.6%	90%	86%	89.3%	90%
Mathematics					
June 2013	June 2014	June 2015	Agreed Target 2013-15	June 2016	Agreed Target 2016-18
95%	88.3%	92.5%	88%	91%	92%

Summary copies of the [School Improvement Plan](#) and annual [Standards and Quality Report](#) are posted on the school website each year.

School Policies and Practical Information

Staff

For up to date information on our current staff, please see our [website](#).

We will be involved in the training of students from various colleges and schools. The pattern of attendance and duration of placement may vary from course to course. All staff and students will have name badges to identify who they are.

Nursery and School Information

Nursery hours from August 2017

Morning Part time: 8.50/ 9.00am – 12noon

Afternoon Part time: 12.50/ 1.00pm – 4.00pm

The nursery session lasts for 3 hours and 10 minutes, and your child will be actively engaged from the beginning of the session until the end. We encourage parents to ensure their children arrive on time and do not leave the session early. However, the end of the session can be a very busy time, so we suggest parents arrive at nursery by 11.55 a.m. / 3.55 p.m. This allows you to gather their belongings, review their work and speak to staff before the end of the session.



Nursery Wraparound Service

East Renfrewshire Council aims to provide flexible, high quality childcare by accommodating the work and living patterns of parents. This is done by providing additional hours within a safe, secure and stimulating environment.

Mornings: 8.00 am to 9.00am
Lunchtime: 12.00 noon to 1.00pm.*
Afternoons: 4.00pm to 5.00pm
 5.00pm to 6.00pm

*Lunch can be used either after the morning session or before the afternoon session.

Parents will choose a regular care package and charges will be invoiced on a four weekly basis by the finance department. Parents are liable for charges on any agreed care package, whether or not the child attends.

Transition from home to nursery

To support a smooth transition to nursery we offer a home visit to the child and their family. This is an opportunity for you to speak with a member of staff about your child's interests and needs, and for a member of staff to get to know and understand your child better in their familiar surroundings. We will contact you in advance of the visit to ensure that it is convenient.

Settling your child

When your child starts nursery class you are welcome to come into the playroom to help them settle. We aim to have your child settled at the earliest opportunity but we will work with you to judge what is most appropriate.

Arrival and collection of children at Nursery

It is expected that a responsible adult (aged at least 16) will bring a child to and from the nursery. Your child will be welcomed by a known member of staff. All parents/ carers are required to sign-in/ sign-out their child on the register positioned in the cloakroom.

At the end of each session the children will be gathered by the staff so that they can be collected safely by you or a designated family member/ friend.

We ask that you complete a Consent Form for us to keep on file. These forms are a list of people that you would permit to collect your child from nursery in your absence. For reasons of safety and protection of children, we would not release your child to anyone without your permission.

Nursery Toy Fund

We ask parents to give a small weekly donation of £2, which allows us to provide healthy snacks, baking ingredients and trips and visits for the children.

The Nursery Staff will collect this money at the beginning of each term. You will find an envelope with the required amount in your child's tray. Thank you.

School Hours

The school opens each day at 8.55am and closes at 3.00pm

Morning interval is from 10.35am – 10.50am

Lunch starts at 12.30pm and finishes at 1.20pm

These times are for all children with the exception of P1 who start at 9.30 m on their first day, but at normal school hours thereafter.

A note of the school year for session 2017 – 2018 is included in the appendices.

Enrolment

Nursery

If you wish a Nursery place for your child, you should apply directly to East Renfrewshire Council's Education Department. The Council keep a register of all applicants and the information contained in the applications will be considered by the admissions panel to assist in the allocation of places. *Please note that the length of time a child's name has been on the register will not affect the child's priority for admission.*

Parents can ask to see their child's application form at any time. If the circumstances that affect the application change you should speak to the Head or Principal Teacher.

School

Children who are starting school for the first time are normally enrolled or registered in January. Advance notice of the actual dates will be placed in the local press and information will be available from Giffnock Nursery class, local nurseries and playgroups. Notice is also given through school newsletters and displays in the local community.

Parents, who need a place for a child at any other time of the school year, should contact the Head Teacher to discuss availability and to make arrangements to visit the school.

Security and Supervision of Playgrounds

The school building is fitted with a secured entry system – the door is on a timer and can only be opened from indoors. It is only as safe as the people who use it.



All visitors should press the buzzer for the office at the main entrance, where you will be directed appropriately. A ramp entrance is also available to ease access.

Parents dropping off or collecting children from the nursery should report directly to the nursery entrance via the

nearest gate into the playground. They should enter as directed below:

- To enter – press the buzzer and wait for a member of nursery staff to admit you. Do not let any unknown person in with you. They should instead go to the school office for entry.
- Make sure that the door is closed firmly behind you.
- Do not allow your child to play around the front door area.
- Your child is your responsibility once collected from the playroom.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. At Giffnock, our Janitor, Pupil Support Staff and Senior Leadership Team supervise our playground, both at interval and lunchtime. From time to time a decision is made for your children to have their break indoors. Primary 7 Monitors, Support Staff and Senior Leadership Team supervise the children during this time.

There is adult supervision in the playground from 8.40am. In the event of **extreme** weather this supervision is moved inside and children are allowed indoors via the ramped entrance. Please note that children are not allowed into the school until the supervision is in place.

Clothing and Uniform

Nursery

Your child will be working with glue, paints and dough to name but a few of the activities. We will always try to make sure that they wear aprons. However, accidents happen, so please dress your child in easy to wash clothes.

Try to have a spare pair of pants and jogging trousers in your child's bag in case he/ she does not make it to the toilet on time. If they are busy playing they can sometimes forget to go. We do have spare clothes in the school for such emergencies. Please launder and return any items your child borrows.

Make life easy for your child by putting on clothes and shoes they can manage by themselves. Velcro or slip-on shoes are best to start with.

Children have the opportunity to play outdoors on a daily basis. Please ensure your child is clothed appropriate to the weather. In summer it is advisable to apply sunscreen prior to the start of the nursery session.

School



In East Renfrewshire we strive to achieve our vision of *Inclusion, Achievement, Ambition and Progress for All* in a variety of ways and supporting schools to robustly implement school dress codes/ uniform is another way of reinforcing our drive for excellence in all that we do.

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire are encouraged and supported by the Education Committee and Education Department to actively promote the wearing of approved items of

school uniform. In promoting the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of sex, race, age, disability, sexual orientation and religion or belief. Any proposals should be the subject of widespread consultation with parents and pupils. There are forms of dress which are unacceptable in school, such as items of clothing which:

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

Under no circumstances should pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils should not be denied access to examinations as a result of not wearing school uniform.

Parents of children receiving family income support, family credit, housing benefit, or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Approval of such grants made to parents in different circumstances are at the discretion of the Director of Education. Information and application forms may be obtained from schools and from area and education offices.

The school blazer is navy blue and the basic colour of trousers, skirts and woollens is grey. Children wear white shirts and the tie is navy blue with red stripes, grey jumper or cardigan. On gym days pupils in P1-P4 may also wear red polo-shirts and grey sweatshirts with the school name and badge on them. All these items can be purchased through the Parent Council. In warmer weather, some children wear a red dress.

Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc. are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are only likely to be met where the authority can be shown to have been negligent. More information can be found on our website page [Dressing for Excellence](#).

P.E. Kit

To allow children to enjoy PE activities, shorts, T-shirts and appropriate shoes should be provided. The wearing of suitable clothing and footwear is an important safety matter. Children can wear coloured T-shirts linked to our House System; Orchard-Scott (**yellow**), Mains-Mackintosh (**red**), Davieland-Burrell (**blue**) and Eastwood-Livingstone (**green**). **Children should not wear any jewellery during P.E. lessons.** Parents should contact the school if they are unable to comply.



Meals

Nursery

Snacks and Healthy Eating

Children receive a carton of milk free of charge each day in the nursery at snack time. We also have water coolers in the nursery and staff provide water for the children to drink throughout the sessions.

We promote healthy eating through our snack time and children have fruit, vegetables, finger food, crackers and cheese. If your child attends one of our wraparound sessions, please support our healthy eating policy.

All children have a toothbrush in nursery and tooth brushing is carried out on a daily basis. We also support dental health care and organise regular visits by specialists to discuss children's oral hygiene with them.

School



Currently P1-P3 pupils receive free school meals. For all other pupils we use a 'Cashless' catering service, i.e. your child pays for their lunch using an allocated Pin number. This pin number is unique to your child. We encourage parents/ carers to make payment on line via the [ParentPay](#) website or by following the link on the Giffnock Primary School website. Children can also bring cash with them to school and feed the 'revaluation' machine although we recommend preloading their account with larger amounts of money to reduce queuing times and not take away from their valuable learning time. The current cost of school meals is £2 for a hot lunch and £1.95 for a cold. Pupils in receipt of free school meals will automatically receive a £2 credit each day but only when they are in attendance at school.

For all pupils, the kitchen operates a choice of snack and main meals, and either a starter or dessert. All foods are freshly prepared each day, with an increasing number of dishes being prepared on the school premises. The menu varies from day to day and week to week. A copy of the menu is posted on the school website. We aim to have a healthy eating approach. If the school catering staff has prior notification, any child needing a special diet can be catered for. Children who bring packed lunches are also accommodated in the dining room/ gym hall. In Giffnock, the eating of lunch is a social occasion where staff and children meet in a less formal setting. We ask that parents support this policy by encouraging good table manners and eating habits at home.

Children of parents receiving income support or job seeker's allowance (income based) are entitled to a lunch without charge. Information and application forms for free school lunches may be obtained from schools, the education department and area offices. Only those children whose parents receive income support will be entitled to free milk. However milk may be available for purchase in the school during the lunch period.

Parking

The school has limited parking space and encourages parents to walk with their children to school. A very limited amount of 'drop-off' bays are available at the front of the school. The community wardens 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. Please note that the car park is for staff use only.

Medical and Health Care

Parents should always inform the school of any medical problems that may affect their child's schooling, or if their child needs regular medical treatment. Where a child requires medication during the school day, please ensure that you contact the school to complete an [administration form](#), which is available at the office or from the website. **Please note that medication cannot be administered without this form being completed.**

On occasions, it may be necessary for a child to be taken home due to ill health, etc. In all cases, the school makes every effort to contact a parent in the first instance. If a parent is not available, the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential therefore for the school to have an **emergency contact** that can be reached by **telephone** should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/ allowed to leave the school unaccompanied.

We would like to draw your attention to the fact that children who have an infectious disease should not be at school or nursery. 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	

The NHS Greater Glasgow and Clyde arranges medical and dental examinations from time to time. Permission is sought from parents before any such examinations are undertaken.

Information in Emergencies

We make every effort to maintain a full educational service, but, on some occasions, circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we will do all we can to let you know about the details of closure or re-opening.

Please refer to page 7 for more information.

Public Relations

The school is very proud of its successes and, from time to time, will contact the local press to celebrate with the community. Your child may be in some of the photographs. The consent of parents/ carers will be sought at the beginning of each session and will cover the following categories:

- Photography and display in school
- Public display (local and national press, TV and media)
- Personal photography at school events
- Online within the school website, Twitter feeds and Glow



Data Protection Act 1998

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 Data Protection Act 1984 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school. We will also seek the consent of parents/ carers to allow personal information to be sent home with children aged under 12.

Equal Opportunities and Social Justice

The school is committed to equality of opportunity for all pupils, regardless of sex, religion, physical ability or social background. Staff ensure that all children have access to every aspect of the curriculum and that learning and teaching programmes are planned regardless of sex, social background, religion or race.

The Equality Act 2010 made it illegal to discriminate against people under 'protected characteristics', for example age, disability or race. At Giffnock, we follow East Renfrewshire Council's policies and guidelines to ensure that we offer equality of access to the curriculum.

Giffnock Primary School 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 can be contacted by emailing or telephoning the school.

Parental Engagement

At Giffnock, we understand the great importance of parental engagement in our children's learning. We provide a wide range of ways in which to enhance parental involvement and engagement, a number of which have been detailed elsewhere in this handbook. We aim to work hard to break down barriers that may be perceived as discouraging any such involvement and will always aim to work alongside our families in furthering our children's education.

Race Relations Act

Subject to the Race Relations (Amendment) Act 2000, this school has a [Race Equality Policy](#). A copy of this is available on the school website for anyone to read.

Frequently asked questions

Q: What happens if my child has forgotten their lunch?

A: We will try to contact parent/ carer to bring their lunch in; failing this they will be issued with a virtual voucher and be given a school lunch which should be repaid by topping up their lunch account on-line via ParentPay as soon as possible.

Q: How can I check my child's lunch account balance?

A: You are able to check this through your Parent Pay Account online.

Q: When are the school holidays?

A: This information is available via the school or East Renfrewshire Council [website](#).

Q: Can girls wear trousers?

A: Yes.

Q: Can my child walk home from an after a club?

A: As safety is paramount at Giffnock Primary we suggest that P5-P7 pupils are permitted to walk home but you must indicate this in your return slip. Any changes to arrangements must be in writing to school. We discourage pupils P1-P4 being given permission to walk home and would prefer them to be collected at the end of the club.

Q: What happens if my child has a hospital appointment during school hours?

A: As with all medical appointments the appointment letter/ card should be sent to the class teacher giving advance notice if possible as this minimises disruption to teaching time. The class teacher will forward this information to the office who will record the appointment appropriately. Pupils can be collected via the school office. We encourage parents to make dental/ doctors appointments out with school hours when possible.

School Policies and Guidance

School and nursery policies are in place for a range of areas. These policies are updated on a rolling programme. Information about policy change is shared directly with parents through our usual forms of communication. Further information can be found on the school website.

Important Addresses

EDUCATION DEPARTMENT	COUNCILLORS FOR GIFFNOCK	COMMUNITY AND LEISURE
Mhairi L. Shaw Director of Education East Renfrewshire Council Council Offices 211 Main Street BARRHEAD G78 1SY 0141 577 3404	Councillor Jim Fletcher Councillor Vincent Waters Councillor Gordon Wallace East Renfrewshire Council Council Offices Eastwood Park Rouken Glen Road GIFFNOCK 0141 577 3000	East Renfrewshire Culture and Leisure 18 Commercial Road St John's Campus Barrhead Glasgow G78 1AJ 0141 577 3500

Glossary of Specialist Terms

Circle Time: a time in class for staff and pupils to talk uninterrupted about matters brought up by the children or by the teacher; a time/ forum used for the development of personal and social skills

Curriculum: the range of subjects taught in every class and school, e.g. Maths, Languages, Science, etc.

Curriculum Continuity: this term relates to the need for schools to make sure that the courses show progression and do not overlap unnecessarily

Emergency Contact: the person(s) nominated by a child's parents/ guardians to be the first to be contacted if a parent/ guardian is not available

Ethos: this term is related to the specific characteristics of the school; the spirit or principles of the school

Extra-Curricular: subjects which are not taught in the formal curriculum, e.g. after school clubs

Group Teaching: children are normally taught and work in groups with other children – for language and maths these groups are normally attainment/ ability groups where children of a similar ability progress at a similar rate; for most other curricular areas, children are taught in mixed ability and social groups

Transition: this term usually relates to the movement of children from nursery to primary, or primary to secondary

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document –

(a) before the commencement or during the course of the school year in question

(b) in relation to subsequent school years

By law, Authorities are required to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school

School Holiday Arrangements: 2016– 2017

Term 1	
Teachers return	Thursday 11 August 2016
In-Service	Thursday 11 August 2016
In-Service	Friday 12 August 2016
Pupils return	Monday 15 August 2016
Last day of school	Thursday 22 September 2016
September Weekend	Friday 23 September 2016
September Weekend	Monday 26 September 2016
Re-open	Tuesday 27 September 2016
Last day of school	Thursday 13 October 2016
In-Service	Friday 14 October 2016
Re-open	Monday 24 October 2016
Last day of school	Wednesday 21 December 2016

Term 2	
Re-open	Thursday 5 January 2017
Last day of school	Thursday 9 February 2017
In-Service	Friday 10 February 2017
Mid Term	Monday 13 February 2017
Mid Term	Tuesday 14 February 2017
Mid Term	Wednesday 15 February 2017
Re-open	Thursday 16 February 2017
Last day of school	Friday 31 March 2017

Term 3	
Good Friday	Friday 14 April 2017
Easter Monday	Monday 17 April 2017
Re-open	Tuesday 18 April 2017
Last day of school	Friday 28 April 2017
May Day Holiday	Monday 1 May 2017
Re-open	Tuesday 2 May 2017
Last day of school	Thursday 25 May 2017
May Weekend	Friday 26 May 2017
May Weekend	Monday 29 May 2017
In-Service	Tuesday 30 May 2017
Re-open	Wednesday 31 May 2017
Last day of school	Tuesday 27 June 2017

School Holiday Arrangements: 2017 – 2018

Term 1	
Teachers return	Monday 14 August 2017
In-Service	Monday 14 August 2017
In-Service	Tuesday 15 August 2017
Pupils return	Wednesday 16 August 2017
Last day of school	Thursday 21 September 2017
September Weekend	Friday 22 September 2017
September Weekend	Monday 25 September 2017
Re-open	Tuesday 26 September 2017
Last day of school	Thursday 12 October 2017
In-Service	Friday 13 October 2017
Re-open	Monday 23 October 2017
Last day of school	Wednesday 20 December 2017

Term 2	
Re-open	Thursday 4 January 2018
Last day of school	Thursday 8 February 2018
In-Service	Friday 9 February 2018
Mid Term	Monday 12 February 2018
Mid Term	Tuesday 13 February 2018
Re-open	Wednesday 14 February 2018
Last day of school	Thursday 29 March 2018
Good Friday	Friday 30 March 2018
Easter Monday	Monday 2 April 2018

Term 3	
Re-open	Monday 16 April 2018
Last day of school	Friday 4 May 2018
May Day Holiday	Monday 7 May 2018
Re-open	Tuesday 8 May 2018
Last day of school	Thursday 24 May 2018
May Weekend	Friday 25 May 2018
May Weekend	Monday 28 May 2018
In-Service	Tuesday 29 May 2018
Re-open	Wednesday 30 May 2018
Last day of school	Wednesday 27 June 2018



Giffnock Primary School

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Head Teacher: Mr. Rob Lawson

Email: schoolmail@giffnock.e-renfrew.sch.uk

Website: <http://blogs.glowscotland.org.uk/er/Giffnock/>

Twitter School: <https://twitter.com/giffnockprimary>

Twitter Nursery: <https://twitter.com/GiffnockNursery>

