

# **Robslee Primary School**



## **Handbook 2013**



# Introduction

Dear Parent/Guardian,

Welcome to Robslee Primary School. This handbook is written for all parents of children at or about to enrol as a pupil in the school. It contains information about the school itself and the varied aspects of primary education and 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.

In May 2011 the Education Committee approved the amalgamation of the Robslee and Giffnock catchment areas for school session 2012-13 and beyond. As a result of views expressed during the consultation period, the implementation was delayed by one year with a phased transfer of Robslee pupils to [Giffnock Primary](#) over two school sessions, 2012-13 and 2013-14.

From session 2012/2013 Giffnock Primary School will operate as 2 sites – Giffnock campus and Robslee campus. The table below details the phased transfer:

## Phased Transfer of Pupils

The table below details the timescale for the transfer of pupils from Robslee Primary to Giffnock Primary.

| Current Stage of Pupils in Robslee Primary | Transfer Timescale   |
|--|--|
| Primary 4 and Primary 5                    | Transfer to Giffnock Campus in August 2014.<br>These pupils will remain in the Robslee Campus for school sessions 2012-13 and 2013-14. |
| Primary 6 and Primary 7                    | Remain in Robslee Campus until transfer to High 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, or telephone 0141 570 7300 to make an appointment for a mutually suitable time.

Yours sincerely,



Janice Collins  
Head Teacher

# Contact Details

School Name: Robslee Primary School  
Address: Woodfarm Road  
Thornliebank  
EAST RENFREWSHIRE G46 7HD  
Telephone Number: 0141 570 7300  
Fax. Number: 0141 570 7301  
Email: schoolmail@robslee.e-renfrew.sch.uk  
Website: [www.glowscotland.org.uk/er/Robslee](http://www.glowscotland.org.uk/er/Robslee)

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: Primary 4 - 7

Present Roll: 89

Head teacher: Janice Collins

Present Class Structure:  
Primary 4 - 20 pupils  
Primary 5 - 21 pupils  
Primary 6 - 20 pupils  
Primary 7 - 28 pupils

Current School Working Capacity: 132

Agreed capacity of the school: 207

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.

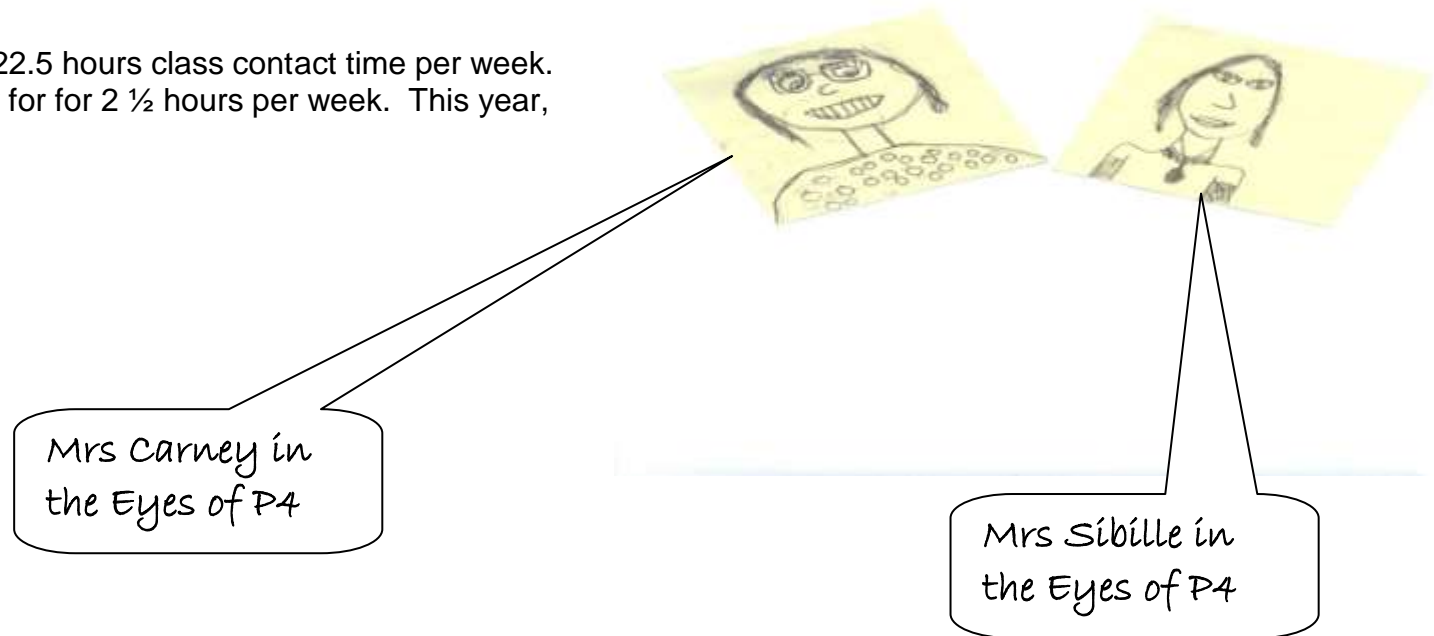
# Composite Classes

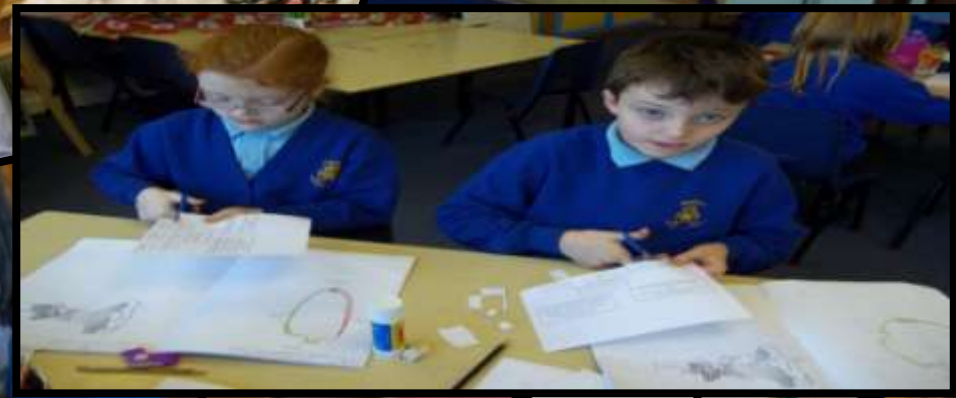
[Composite classes](#) are made up of children from more than one stage, e.g; P4/5. We endeavour to ensure that children are not in a composite class throughout their schooling and that they have experience of working with all the children in their year group. We ensure that children are not disadvantaged by their class placement and that their academic and social needs are addressed both sensitively and accurately.

The main criteria to be used when forming composite classes is 'working groups', based on language / maths. When forming a composite P1/2, the age of the P1 children may be the determining factor, and older children starting school will usually be included in such classes. We also take into account friendships and ask children to share their friends. Where possible we try to ensure they have at least one friend in their class.

## Teaching Staff

All teaching staff in Scotland work a maximum of 22.5 hours class contact time per week. In Robslee, your child will receive another teacher for for 2 ½ hours per week. This year, Mrs. Sibille and Mrs. Carney help support this.





# Communication

The school uses a wide range of communication to contact and inform parents of events/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 etc. 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. 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.

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

It is almost impossible to contact all parents individually by telephone; however, we have systems in place to contact individuals by SMS or Email. For this reason I would ask that if you haven't already done so, you provide this information to the school office. I'm sure you will appreciate 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/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, collects them. A letter will be issued at this time, for your child to take home explaining the reasons for closure and indicate the methods by which they will be informed of the date for the reopening of the school. This letter may be provided by e-mail or text and will be supported on the school's website.

Often parents wish to discuss an issue face-to-face with a member of staff. An appointment can be made at anytime by calling the school office, in addition the school offers a weekly senior management drop in service on a Thursday morning, (between 9.00 a.m. and 9.40 a.m.), where parents can come along and speak to either the Depute Head Teacher or the 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 and follow the steps in our [Complaint Policy](#). Or online via [ERC Website](#)

As a member of the Parent Forum you may wish to contact the [Parent Council](#). They can be contacted via Facebook or email: [giffnockpc@hotmail.co.uk](mailto:giffnockpc@hotmail.co.uk).

An annual meet the teacher event takes place in September – allowing parents to visit their child’s classroom and view their ‘working environment’. It also provides an opportunity for them to meet their teacher and view some of the resources the children will be using.

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

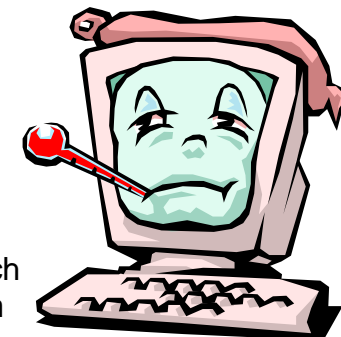
In addition, your child, along with their classmates, will share their learning with the whole school during our regular assemblies. Parents are invited to come along and form part of the audience. [Assemblies](#) take place on a Monday at 2.00 p.m. The timetable for assemblies is updated each term (August, January and April). Details are added to the school website as well as an email home.

Prospective parents are encouraged to contact the school to arrange a tour of the building and to meet the Principal Teacher for the department that your child would be joining.

## Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 Act requires each child’s absence from school to 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.**

If you indicate a lengthy absence, you may want to ask that any work missed be sent home or prepared for collection. This will be dependant on the kind of illness your child is suffering from. Class teachers will be only too happy to give work and advice to keep your child up to date with class work, but please bear in mind that the teaching your child will miss is more important.

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 date.

## ***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.

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

## Parental Involvement

In Robslee Primary, we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life.

We 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**

We have recently reviewed our [Homework Policy](#) taking into account the views of the children, staff and parents. Homework is set by class teachers. The core homework focuses on children practising key literacy and numeracy skills. Tasks set may include reading, especially in the early stages, practice of number and maths work, spelling, etc. 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/night. 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.

A series of [Parent Prompts & Guide](#) are in the process of being developed and will be available in the near future to help parents support learning at home. The school also offers homework classes to targeted groups.

## 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 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. A sub-group of our Parent Council (Giffnock Connect) is working with some of our senior pupils, in recruiting new parents to come along and offer their services.

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.

Katy Berry is our Family Learning teacher and works alongside the school supporting parents with their children's learning. Laura Sharp, our school-based Social Worker, also works with Robslee families. Both are members of our Joint Support Team.

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

Social events at the school are very well attended and the hall is always packed to capacity at whole school events.

## Parental Representation

Our [Parent Council](#) currently play an active part in school life. They meet on a monthly basis and discuss school policy, performance and improvements. They have a specific role to 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 link and/or invite guest speakers to a meeting.

The council also leads fundraising for the school and supports a range of activities for all children.

Further information is available on <http://www.educationscotland.gov.uk/parentzone/>

# School Ethos

Pupils, staff and parents have been involved extensively in planning the uniting of both Giffnock and Robslee Primary School. Discussion forums between all stakeholders identified transition priorities. The school vision and aims were borne from these discussions.

## Vision and Aims

Working in partnership with learners, staff, parents and other partners, ensuring unity; and providing robust leadership; we will develop, map out and shape a common vision for our United School.

## Values

Our children and staff from both campuses discussed how they would like to be perceived and the way they should conduct themselves in school and in the community. Their core values and aspirations were used to form the school value 'wordle'.



## 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 reward systems which celebrate learning. A Head Teacher awards assembly takes place once a term, where children receive certificates 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, etc.

All children from Primary 4 to 7 have a [Personal Achievement Portfolio](#). This portfolio allows children to set personal learning targets and achievement targets. These targets are set each term, and children record their progress. They also carefully select learning and achievement evidence. These portfolios are sent home twice a year for parents to discuss with their child.

Achievement comes in many shapes and sizes with pupils noting down their participation in an afterschool club, school outing, Scout club or Brownie event, etc. The school carefully tracks these achievements and actively encourages and targets pupils to become involved.

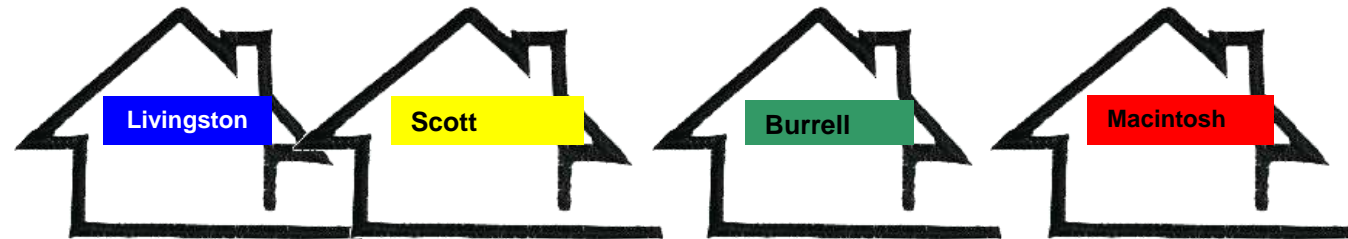
## School Discipline

The relationship between pupils 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 ethos of Robslee 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 follows [Golden Rules](#) and each child is made aware of these 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 also operates a [house system](#). This also acts as a reward system. There are 4 houses.



At the beginning of each session, children in primary 7 organise an election. The House Captains (2 per house) are elected.

Children earn house points throughout the year, for being good ambassadors, school and home achievements and from House Challenges. Challenges include sporting events, such as a basketball challenge.

## Anti-bullying and Anti-Racism

The school along with our cluster schools (Woodfarm High School, Giffnock Primary, Thornliebank Primary, Braidbar Primary and Glen Family Centre) follow an agreed [Anti-bullying and Anti-Racism policy](#). All reported cases of bullying 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, some produced by the children, that help them develop strategies to cope with difficult situations.

## Pupil Voice

In school we have many ways for children to be involved in decision making and decision taking. Each class has a pupil council representative. At the beginning of each session, class elections take place, and a representative decided. The representatives meet with a member of staff on a monthly basis. This forum offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running of the school.

The Council has tackled issues such as the school library, playground, recycling, charities, school resources, etc. The minutes of meetings are discussed in each class, ensuring that all are kept fully informed.

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 via discussion forums, questionnaires, voting (acti-vote), etc.

## Partnerships in the Community

The school has close links with The Park Church, in Giffnock. The children visit the church as part of their lessons. The church also hosts the end of session service in June. 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.

As a school we are fortunate to have local sport's clubs, such as swimming, tennis and running. As part of our active schools programme, we visit the clubs and learn the skills of these sports.

As a school we value the importance of the role we play in the local and wider community. As responsible citizens, we strive to be an environmentally friendly school. We are very proud of our 3<sup>rd</sup> Green Flag from Eco Schools Scotland, in recognition of the school's work on sustainable development. There is a pupil Eco group who lead developments, and work is done through the formal curriculum, whole school events and a commitment across the school community to becoming more eco-friendly. We also look at Fair trade and last session Primary 7 ran a very successful Fair trade tuck shop.

## The Curriculum

### *Curriculum for Excellence*

In Robslee Primary classes our children study a broad general education, focussing on the following curricular areas:

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



The curriculum is planned from 3 – 18, with 5 key levels of attainment.

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

Learning and teaching is planned at early level for 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) and that there is no repetition. Likewise children from primary 2 to 4 work within the same level and primary 5 to 7. This does not mean that the children do the same work, nor work at the same pace. Children's specific learning targets are matched to their ability.

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 rare cases, referral will be made to the school support for pupil's co-ordinator and separate plan for learning may be required. 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, where an appointment will be arranged as soon as possible.

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

## ***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***

In what ways does your school or establishment enable all children and young people to:

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

### ***Confident Individuals***

In what ways does your school or establishment enable all children and young people to:

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

### ***Responsible Citizens***

In what ways does your school or establishment enable all children and young people to:

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





## Effective Contributors

In what ways does your school or establishment enable all children and young people to:

- 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

Depending on the task we work in pairs. It's good to have someone to help and share - Mathew




In Robslee 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 in which they will be measured. Each classroom has a learning/planning wall, where children can post ideas on what they want to learn and how. This may include particular themes, topics or it may be the resources they use.

If we have two tasks we get to choose the order - Haleema



# Languages

In early level, children begin to 'read'. They use a combination of 'look and say' method and phonics (sounds). 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. Our main resource is Heinemann Literacy World. Talking and listening and knowledge about language skills are linked to work in reading.



I'm good at finding information from text - Arieba

The development of writing skills is directly taught in weekly whole class lessons. Children are taught the skills they need in groups and targets are set and worked towards. In addition, have opportunities throughout the week to practise and transfer their writing knowledge and skills. For example, at the writing table.

In school, handwriting is formally taught. Cursive handwriting is the method taught at Robslee.

We are always trying to improve the provision of attractive library books to encourage an interest in reading for information and pleasure. Our central library, is in the process of being renovated with the children selecting the new stock and introducing a more formal method of borrowing. In addition, each class has a well stocked class library, again with a host of types of texts, chosen by the children.

Staff with an ERC French qualification teach French to all pupils at the school. 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.

Children spend time learning about language every day. A minimum of 6 hours is spent per week.

# Mathematics

From an early age, children begin to explore numbers, shapes, colours, sizes, etc. 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 studying 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 assist our teaching and learning, Heinemann Mathematics is used from early level with Maths in Action used with children working on second and third level. Other materials available in the school include 'On the Track', 'Teejay Mathematics' and various computer software programmes.

Like language, mathematics teaching and learning takes place each day, with a minimum of 6 hours spent on this area per week.

# Health and Wellbeing

This area of the curriculum is concerned with educating our children to cope with life and make informed decisions. In Health lessons, staff and pupils tackle subjects such as personal health & safety, drug and alcohol abuse, road safety, bully proofing, keeping healthy, etc. 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 area not only helps our pupils 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.

Much of this work is done through Circle Time and through using teaching materials from various commercial packs, e.g. Skills for the Primary School Child, Creating a Confident School, Cool in School, Quality Circle Time, etc.

## ***Physical Education***

All pupils have a minimum of 2 hours of P.E. per week. This may take place 2 or 3 times a week. 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 use East Renfrewshire Council's [Active 8](#) programme. This programme provides the children with the opportunity to develop specific skills. Children throughout the school receive a block of swimming lessons. The school also offers a range of extra curricular activities including cricket, dance, football and netball.

# 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 to the local shops, train station, park, etc. They find out about materials by playing with them and making their own versions.

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, 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 choose what they want to learn more about and how. This may include, during a study of the Vikings, an opportunity to learn more about Viking transport. They may decide to use the internet or a book to find this out.

Educational visits may be arranged to places of interest, for example Transport Museum, Science Centre, Scottish Parliament, New Lanark, Vikingar, etc. Other members of the local community, such as Community Police, Councillors, Crossing Patrol, School Nurse, Transport Police, are invited to the school to add practical and personal contributions.

ICT skills are directly taught and practised within the contexts of other curricular areas.

# 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, the work of famous artists, etc. 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 Robslee 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.

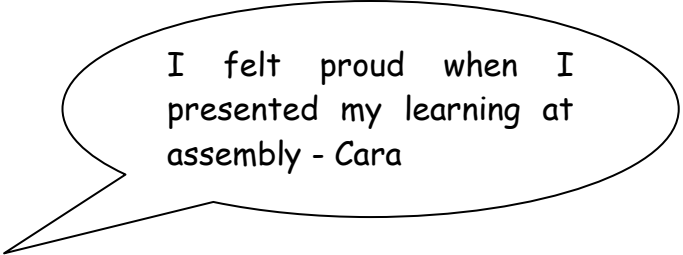
In Robslee, all children have the chance to realise their full potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing 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 brass and woodwind.

# 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 Robslee with these broad aims in mind and reflects Council and national policies as set out by the Education (Scotland) Act 1980.

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.

Whole school assemblies take place on a regular basis, on Monday afternoons. Each class has an opportunity to lead the assembly. Themes of the celebration reflect the diverse community of Robslee and parents are invited to come along and take part. End of term services are held either in school or in the local Church (The Park) 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.



I felt proud when I presented my learning at assembly - Cara

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 can 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.

The school is in the process of developing a range of parent leaflets about the curriculum. These will be published on the school website. In addition, further information and advice is available from the following sources:

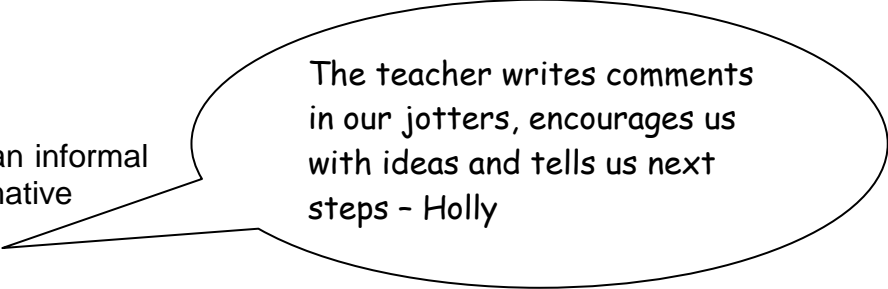
- School - <https://blogs.glowscotland.org.uk/er/Robslee/curriculum/>
- Authority - <http://www.ea.e-renfrew.sch.uk/curriculumlinks/>
- Nationally - [www.educationscotland.gov.uk/curriculum](http://www.educationscotland.gov.uk/curriculum)



We get comments and we read them the next day and make sure we follow them - Sean

# Assessment and Reporting

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



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

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

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

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

**Assessment OF learning** involves working with 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 with children so they know the expectation and can identify their learning goal(s). The 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. The children have a [Personal Achievement Plan](#), where they record these goals and select the evidence to demonstrate their learning. These PAPs are sent home twice a year for parent comments.

The management team 'track' the progress of all pupils throughout the school session. They meet with class teachers; discuss individual learning styles, needs and support. Attainment targets are set. These meetings take place 3 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, tests may be used to help teachers assess pupil progress, identify any 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 results of any assessment are reported to parents during regular parent / teacher interviews which are held twice yearly. During these interviews, 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, 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 School Report in June of each school year.

## Transitions

Robslee Primary School caters for children from Primary 4 to 7. From August 2013 this will change to Primary 5 to 7, before closing in June 2014. The children will transfer to Giffnock Primary School as part of the phased closure. 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. The movement from year to year is carefully monitored and decisions concerning classes, learning and curriculum taken into consideration.

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. 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 Robslee normally transfer to: - Woodfarm High School  
Robslee Road  
Thornliebank  
G46 7HG

Tel. 0141 577 2600

Robslee 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. The Executive Committee on Education made changes to the transfer arrangements at its meeting on 25<sup>th</sup> October 2001.

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

In a few occasions, 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 Robslee 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, most 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.

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 Management 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 every 6 weeks 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 Staged Intervention Plan ([STINT](#)) may be started to target specific areas of difficulty or a Co-ordinated Support Plan may be opened.

A STINT 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 interval. 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. At Robslee this person is Kirsty Rawley, the Depute Headteacher. Miss Rawley works with 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. Carole Campbell is the Educational Psychologist for Giffnock. 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 and speak to their child's teacher if they feel their child's needs are not being met, or could be addressed more appropriately. If further advice is required then Kirsty Rawley, the Support for Pupils co-ordinator would only be too happy to help.

A full copy of our [Support for Pupils Policy](#) is available online.



## Child Protection Policy and Procedures

At Robslee 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 Headteacher, who will inform the local Social Work Department.

The Headteacher 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 to make an appointment with the Headteacher.

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:

Barrhead S. Work Office: 0141 577 8300  
Clarkston S. Work Office: 0141 577 4000

Standby Social Work Out of Hours: 0800 811 505  
Strathclyde Police Family Protection Unit: 0141 532 4900

At Robslee we work hard to keep our children safe.

Robslee Primary School also has a Care Team. 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:

- |   |                                 |
|---|---------------------------------|
| • Janice Collins (Head Teacher)                   | - All areas of Child Protection |
| • Kirsty Rawley (Depute Head Teacher)             | - Bullying and Health           |
| • Pauline Ferguson (Depute Head Teacher)          | - All areas of wellbeing        |
| • Gillian Frew (Principal Teacher)                | - All areas of wellbeing        |
| • Alasdair McDonald (Principal Teacher)           | - All areas of wellbeing        |
| • Maxine Sibille & Marie McDonald (Class Teacher) | - Bereavement                   |
| • Carole Campbell (Educational Psychologist)      | - Learning and Behaviour        |



A poster is displayed prominently in all classes and around the school highlighting the 'Robslee Care Team'. The children also participate in awareness raising sessions with the Head Teacher on an annual basis. These sessions highlight the Rights of the Child to be 'Safe and Well' and the role of the Care Team.

# School Improvement

## Robslee Improvement Plan

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils, staff and other agencies, and taking into consideration national and authority targets, priorities are identified and a plan is devised. This session the Improvement plan focuses on raising attainment in literacy (reading) and numeracy. The plan also details the development work in ICT. In addition the school is working closely with Giffnock Primary School on the uniting of both catchments and schools in session 2013/2014 and 2013/2014.

An audit of progress will be carried out at the end of session 2013/2014, with a view to establishing the views of parents, pupils and staff and identifying the priorities as we move forward as one school.

Robslee 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/ Robslee Primary School, Thornliebank Primary School and Woodfarm High School. The cluster produces an Improvement Plan which details development priorities for all 6 schools. This session the cluster is working on sharing the standard in reading, numeracy, health and wellbeing and science. In addition the cluster is looking for ways in which our young people can be heard. The introduction of a joint pupil forum will help with this target.

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. Reading attainment was very good, with almost all pupils making good progress from their previous levels of attainment. Almost all pupils are achieving appropriate national levels of attainment in reading and listening and talking, with some children achieving these levels earlier than might normally be expected. Writing and Mathematics attainment dropped this year, with most pupils achieving the national levels, however some pupils not. Overall performance in English standardised tests was up, with the performance at P3 very high.

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. These include:

- Bike Ability (Cycle Proficiency)
- Green Flag Status – Scottish Eco Schools.
- Staff completion of accredited modules.
- Ongoing theatre trips
- Residential trip to Ardentinny
- ERC Music Residential to Ardentinny
- Inter-school projects

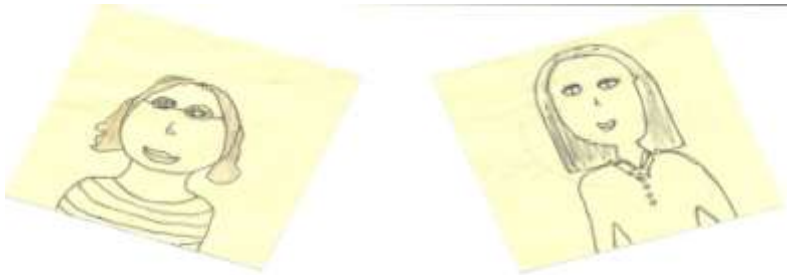
| Curriculum for Excellence: Attainment |                           |                  |           |                           |                  |             |                           |                  |
|---------------------------------------|---------------------------|------------------|-----------|---------------------------|------------------|-------------|---------------------------|------------------|
| Reading                               |                           |                  | Writing   |                           |                  | Mathematics |                           |                  |
| June 2011                             | Proposed Target June 2012 | Actual June 2012 | June 2011 | Proposed Target June 2012 | Actual June 2012 | June 2011   | Proposed Target June 2012 | Actual June 2012 |
| 89%                                   | 87%                       | 87%              | 89%       | 87%                       | 75%              | 87%         | 87%                       | 81%              |

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

# School Policies and Practical Information

## Staff

We will also 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.



## School Information

### *School Hours*

The school opens each day at 8.55 a.m. and closes at 3.00 p.m.  
Morning interval is from 10.35 – 10.50 a.m.  
Lunch starts at 12.30 and finishes at 1.20 p.m.

A note of the school year for session 2013 – 2014 is included in the appendices.

### *School Entry*

Parents, looking for a place for their child 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.

To enter – Press the buzzer.

- Do not let any unknown person in with you.
- Tell them to go direct 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 Robslee our janitor Mr Blair, and 3 support staff supervise our playground, both at interval and lunchtime.



# Clothing and Uniform

## 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. Approvals 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 vast majority of our pupils do wear school uniform.

The school blazer is blue and the basic colour of trousers, skirts and woollens is grey. Children wear white shirts and the tie is blue with gold stripes, grey jumper or cardigan. Pupils may also wear pale blue polo-shirts and royal blue sweatshirts with the school name and badge on them. For details on how to purchase these items, please contact the school office. In warmer weather, some children wear a blue 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.

### ***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 their polo-shirt. Children should not wear jewellery during P.E. lessons.

## **Meals**

At Robslee 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 ['Payment4schools'](#) website or by following the link on the Robslee 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 (**4 weeks = 20 lunches costing £37 + tuck shop**). Pupils in receipt of free school meals will automatically receive a £1.85 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 Robslee, 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 receiving 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.

## **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 Yorkhill NHS Trust 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 6 for more information.

## Public Relations

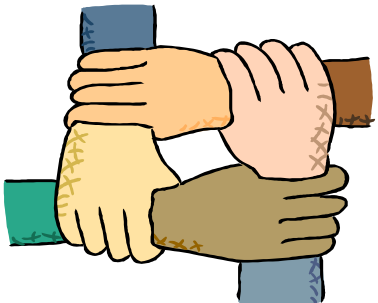
The school is very proud of its successes and, from time to time, will contact the local press to celebrate with the community. Your child may be in some of the photographs. The consent of parents/carers will be sought at the beginning of each session and will cover the following categories:

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

## Equal Opportunities and Social Justice



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

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.

In accordance with the requirements set out by the Equalities and Human Rights Commission we seek to –

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

Robslee 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 Coordinators are Kirsty Rawley and Gillian Frew and they can be contacted by emailing or telephoning the school.

## 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: “How can I check my child’s lunch account balance?”

A: *At this moment in time you are unable to check this via the internet, however please do not hesitate to contact the school office who will be only too happy to assist you in this matter.*

## School Policies and Guidance

School 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. Please find below some policies that may provide further information:

|                                  |   |                            |  |
|----------------------------------|---|----------------------------|--|
| <a href="#">Child Protection</a> | <a href="#">Parent Attendance Information</a> | <a href="#">Complaints</a> | <a href="#">Jotter and Presentation Guidelines</a> |
| <a href="#">Race Equality</a>    | <a href="#">Severe Weather Procedures</a>     | <a href="#">Homework</a>   | <a href="#">Administration of Medicine</a>         |

## Important Addresses

| Education Department  | Councillors for Giffnock   | Community & Leisure  |
|---|--|--|
| <p><b>Mr. John Wilson</b><br/>Director of Education</p> <p>East Renfrewshire Council<br/>Council Offices<br/>211 Main Street<br/>BARRHEAD<br/>G78 1SY<br/>0141 577 3404</p> | <p>Councillor Fletcher<br/>Councillor Waters<br/>Councillor Wallace<br/>East Renfrewshire Council<br/>Council Offices<br/>Eastwood Park<br/>Rouken Glen Road<br/>GIFFNOCK</p> <p>0141 577 3000</p> | <p>Community and Leisure<br/>Bank Street<br/>BARRHEAD</p> <p>0141 577 3744</p> |

# Glossary of Specialist Terms

|                       |  |
|-----------------------|--|
| Circle Time           | a weekly 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: 2013– 2014

| Term   | Dates of Attendance / Holidays  |  |
|--------|---|--|
| First  | Teachers return   | Mon. 12 Aug. 2013  |
|        | <i>In-service 1</i>   | Mon. 12 Aug. 2013  |
|        | <i>In-service 2</i>   | Tue. 13 Aug. 2013  |
|        | <b>Pupils return</b>  | <b>Wed. 14 Aug. 2013</b>   |
|        | <b>Close</b><br><i>Local Holiday (Sept. weekend)</i>                      | <b>Thu. 26 Sept. 2013</b><br>Fri. 27 & Mon. 30 Sept 2013                   |
|        | <b>Re-open</b>  | <b>Tue. 1 Oct. 2013</b>  |
|        | <b>Close</b><br><i>In-service 3</i>                                       | <b>Thu. 10 Oct. 2013</b><br>Fri. 11 Oct. 2013                              |
|        | <b>Re-Open</b>  | <b>Mon 21 Oct. 2013</b>  |
|        | <b>Close</b>  | <b>Fri. 20 Dec. 2013</b>   |
| Second | <b>Re-open</b>  | <b>Mon. 6 Jan. 2014</b>  |
|        | <b>Close</b><br><i>In-service 4</i><br><i>Local Holiday (Mid Term)</i>    | <b>Thu. 6 Feb. 2014</b><br>Fri. 7 Feb. 2014<br>Mon. 10 & Tue. 11 Feb. 2014 |
|        | <b>Re-open</b>  | <b>Wed. 12 Feb. 2014</b>   |
|        | <b>Close</b>  | <b>Fri. 4 April 2014</b>   |
| Third  | <b>Re-open</b>  | <b>Tue. 22 April 2014</b>  |
|        | <b>Close</b><br><i>May Day Holiday</i>                                    | <b>Fri. 2 May 2014</b><br>Mon. 5 May 2014                                  |
|        | <b>Re-open</b>  | <b>Tues. 6 May 2014</b>  |
|        | <b>Close</b><br><i>Local Holiday (May weekend)</i><br><i>In-service 5</i> | <b>Thu. 22 May 2014</b><br>Fri. 23 & Mon. 26 May 2014                      |
|        | <b>Re-open</b>  | Tue. 27 May 2014<br><b>Wed. 28 May 2014</b>                                |
|        | <b>Close</b>  | <b>Wed. 25 June 2014</b>   |

*Good Friday – 18<sup>th</sup> April 2014*

*Easter Monday – 21<sup>st</sup> April 2014*

Pupils Attendance will be 190 days after deducting 5 in-service days.

East Renfrewshire Council runs a variety of sport and leisure holiday clubs. Details can be found on the [East Renfrewshire Council Website](#).

