



# St Mark's Primary School Handbook 2019 - 2020





Dear Parent and Carers,

At St Mark's it is our fervent hope that parents/carers will enter into partnership with the school to provide for its pupils a happy, safe and secure educational environment instilling into the children a pride in their school and locality. Your child will cope best when he/she knows that we are all working together, presenting the same standards and expectations for his/her education and future. We are always pleased to welcome parents/carers and to encourage your involvement in the school. Throughout the session various activities, events and meetings will be arranged in order to involve parents/carers and the community in the life of the school.

I hope that this handbook will help to inform you about St Mark's School, and about how we can work together to provide the best possible education for your child. I look forward to developing a partnership with you and ask you to support our school aims and policies for the education of your child. Should you wish to discuss your child's progress or have any other concerns, please do not hesitate to contact the school immediately. A member of the leadership team will attend to your query/concern as soon as possible, certainly within the day and if necessary a follow up appointment with a teacher will be made.

We must work together for the good of all our children and at St Mark's partnership between parents and staff is at the centre of all our thinking.

Anthony Hutcheson  
Head Teacher

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## **Privacy notice – Education**

### **Who will process your information?**

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock, G46 6UG for the administration of Education and any additional support you or your child may require.

### **Why do we process your information?**

Your information is processed to help us administer education provision and related functions within East Renfrewshire. Your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

### **What is the legal basis for us to process your information?**

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973.

The law gives certain types of information special significance because of its sensitivity eg health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

### **Do you have to provide your information?**

Education needs your information to allow us to carry out public tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.

### **How do we collect information about you?**

Most of the information the council holds about you will come from you as an individual and it provided at your first encounter with education whether it is applying for a place in an early learning and childcare establishment, support in the early years or applying for a place in one of our schools.

Such information includes:-

Child's Forename

Child's Surname

Child's gender

School Stage

Details of child's medical condition

Any other name child is known by

Child's date of birth

Address including postcode

Mother's/Carer's Name

Father's/Carer's Name

Mother's/Carer's address including postcode

Father's/Carer's address including postcode  
Mother's/Carer's telephone number  
Father's/Carer's telephone number  
Mother's/Carer's email address  
Father's/Carer's email address  
Single Parent/Carer family  
Name of Brother/Sister  
Date of Birth of Brother/Sister  
School stage of Brother/Sister  
Additional Information Support Application  
School applying for  
Preferred Alternative School  
Early Learning and Childcare place applied for  
Council Tax Evidence  
Mortgage Statement  
Rental Agreement  
Rental Agreement End Date  
Landlord Registration Number  
Birth Certificate  
Baptism Certificate  
Date of Baptism  
Name of Church venue  
Child Benefit Statement  
Utility Statements  
Other Catchment Evidence

### **How long will we keep your information?**

The council will hold your information from when your child first has contact with one of our services through to five year beyond them leaving school.

### **Who is your information shared with?**

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information will be shared with SEEMiS, CRB, ParentPay, the Diocese of Paisley (in Roman Catholic schools), Scottish Government including their Analytical Services, Education Scotland, Glow (Scotland's national education network), SQA, 2Cqr, BAM FM (Carlibar Primary, Barrhead Mearns Castle, Williamwood, Woodfarm High Schools), Bellrock FM (Mearns Primary and St Ninian's High), Skills Development Scotland, Scholar (Heriot Watt University) and East Renfrewshire Culture and Leisure Trust.

The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes. Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

### **Do we transfer your information outside the UK?**

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK.

### **Profiling and automated decision-making**

The Education Department does not use profiling or automated decision-making for administration.

### **Your rights**

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right.

#### **Access personal data held about you**

You have the right to access personal information the council holds about you by making what is known as a subject access request. You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

#### **1. Request rectification of your personal data**

You have the right to request that the council corrects any personal data held about you that is inaccurate.

#### **2. Request that the council restricts processing of your personal data**

You have the right to request that the council restricts processing your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.

#### **3. To object to the processing of your data**

You have the right to object to the council's use of your personal data. The council will have to demonstrate why it is appropriate to continue to use your data.

### **Complaints**

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer  
East Renfrewshire Council  
Council headquarters  
Eastwood Park  
Giffnock  
G46 6UG  
or by email at [DPO@eastrenfrewshire.gov.uk](mailto:DPO@eastrenfrewshire.gov.uk)



You have the right to complain directly to the Information Commissioner's office (ICO).  
The address of their head office is:

Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5EF  
Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at [www.ico.org.uk](http://www.ico.org.uk)  
The ICO also have a regional office at:

45 Melville Street, Edinburgh EH3 7HI  
Telephone: 0303 123 1115      e-mail: [scotland@ico.org.uk](mailto:scotland@ico.org.uk)

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.

## SCHOOL INFORMATION

St Mark's Primary  
Roebank Drive  
Barrhead  
G78 2JA.

Telephone No. 0141 570 7400 Fax. No. 0141 570 7401  
e-mail: [SchoolMail@st-marks.e-renfrew.sch.uk](mailto:SchoolMail@st-marks.e-renfrew.sch.uk)

Web site: [www.ea.e-renfrew.sch.uk/st-marks](http://www.ea.e-renfrew.sch.uk/st-marks)  
Twitter: @StMarksPrimary1

St Mark's is a co-educational Roman Catholic school covering stages primary one to primary seven. The present roll is 372, divided into 14 classes.

Our school is of traditional design with an extension joining two previously separate buildings and an extension opened in summer 2014. The accommodation comprises 15 classrooms, a main gym, which doubles as a dining hall, an Art/Science room, a learning centre, a 'Peaceful Pod', a kitchen, administrative offices and a family room. We are an eco school and we have attained permanent Green Flag status (awarded for gaining 4 green flags). We maintain a strong anti-litter ethos and the pupils are also involved in the planting of flowers, bushes and bulbs as well as a variety of fruit and vegetables to brighten our grounds. Internally, the walls, corridors and classrooms are bright and interesting with a well-presented display of pupils' work and photographs.

The school operates under the D.S.M. system with a large proportion of the budget in control of the Head Teacher.

The school is available for community use in the evenings. Information regarding applications for letting of school premises may be obtained by contacting:

Community Facilities Section  
East Renfrewshire Council  
Council Offices  
Eastwood Park  
Rouken Glen Road  
Giffnock  
G46 6UG





## **SCHOOL HOURS**

Open	9.00am
Interval	10.40 - 10.55am
Lunch	12.35 - 1.20pm
Close	3.00pm

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. At St Mark's Primary, our janitor, pupil support staff and senior leadership team supervise our playground, both at interval and lunchtime.

Please note that prior to the start of the school day, there is no supervision in the playground.

## **SECURITY**

Your children are in our care and while parents and visitors are most welcome, in the interests of security everyone must report to the main door in the first instance.

We also have 24-hour security cameras covering the building and playground areas.

## **EAST RENFREWSHIRE COUNCIL**

### **MISSION STATEMENT**

The Education Department will aim to meet its goals by providing education of the highest quality and by seeking to:

- provide a full range of courses and services
- enable all individuals to achieve their potential
- supply suitable premises and resources
- encourage access to education throughout life
- foster genuine partnership in education
- promote equal opportunity and social justice
- support economic growth and prosperity





## **SCHOOL AIMS – PLANNING FOR EXCELLENCE**

In St Mark's Primary School, we are engaged in the pursuit of excellence. Our main aim is to provide a Catholic school education of high quality that will enable all young people to become:-

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school.

This shared vision is supported by a number of strategies including the following:

1. Ensuring breadth and balance across the curriculum
2. Raising attainment through self-evaluation and improvement
3. Providing a quality learning environment which stimulates and motivates pupils
4. Supporting pupils by providing personal and social development and active health
5. Promoting Gospel values and seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected
6. Effective deployment of staff and resources as well as close "partnership working" between home, school, parish and the local community
7. Ensuring the development of excellence by fostering high quality leadership at **all** levels

# VISIONS, VALUES & AIMS

## Vision

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

## Values

*We value love, faith and understanding.*

## Aims

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

Watch our St. Luke's Cluster video below to explain our Visions, Values & Aims further:  
[https://www.youtube.com/watch?v=7\\_LryKY9Yh8](https://www.youtube.com/watch?v=7_LryKY9Yh8)

**Article 28** of the UNCRC says that children and young people have the right to education no matter who they are, regardless of race, gender or disability; if they're in detention, or if they're a refugee.

**Article 29** of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect:

**Article 31** of the UNCRC says that children and young people have the right to have fun in the way they want to, whether by playing sports, watching films, or something else entirely. They have the right to rest, too.



## **ST MARK'S PRIMARY SCHOOL STAFF**

### **Teaching Staff**

Head Teacher	Mr A Hutcheson
Acting Depute Head Teacher	Mrs J Baker
Principal Teacher	Mrs J Neil
Principal Teacher	Mr S Cockbain

Teachers	Miss Kennedy/ Mrs Carwood	P1a
	Miss Gemmell	P1b
	Miss N Cathcart	P2a
	Miss B McFlynn	P2b
	Mr D Farrell	P3a
	Miss L Jeffrey	P3b
	Mrs S Paterson	P4a
	Mrs D Farren	P4b
	Miss G McKay	P5a
	Mr M Steele	P5b
	Mrs S Nelson	P6a
	Miss K Quinn	P6b
	Mr N Queen	P7a
	Miss C McNally	P7b
	Mrs J McIntyre	Art Specialist
	Mrs A Guy	
	Mrs U McAleenan	
	Mrs C Sturgess	
	Miss A McGinlay	
	Mrs A Latif	
	Mrs J Kelly	

### **Support Staff**

Office Manager	Mrs M Kennedy
Clerical Assistant	Miss K Roberts
Clerical Assistant	Mrs J Ewing (0.4)
Clerical Assistant	Mrs McLaren (0.6)

Pupil Support Assistants	Mrs K Stewart
	Mrs K Muscat
	Mrs A Dziobek
	Mrs J Dalby
	Mrs J Williams

Janitor	Mr M McDonnell
Cleaning Supervisor	Mrs L Hamilton

### **Visiting Specialists**

Music	Mrs G Carey
Active Schools Co-ordinator	Mr R Quinn

### **CATERING STAFF**

Mrs V Gilligan (Catering Manager)
Mrs F Wilson
Mrs K Logue
Ms E Drinnan

## ENROLMENT

Parents who wish to enrol their child at a stage other than P.1 should contact the school so that a visit and a meeting can be arranged.

### NEW ENTRANTS

Instructions for enrolment are given in the press, announced in the church and advertised locally during the month of January. Children and their parents/guardians will be invited to spend some time in the school between Easter and June to familiarise the children with the building and with their new teacher(s). Parents also have the opportunity to meet staff. There will also be an evening meeting /workshop for parents only.

### CLASS SIZES

The statutory class size for P1 is a maximum of 25 pupils. A table of maximum numbers at each stage of the primary as advised by the Scottish Executive is shown below.

Primary	Number of pupils
P1	25
P2	30
P3	30
P4	33
P5	33
P6	33
P7	33
Composite classes	25



### NURSERY/PRIMARY/SECONDARY LIAISON

Curriculum for Excellence stresses the importance of recognising and building on prior learning and to ensure this the head teachers of all associated primaries meet regularly at "Cluster Group" meetings to discuss common issues. Staff working parties take forward Numeracy and Mathematics, Literacy and English and Health and Wellbeing priorities. There is a sound practical liaison with our associated nursery school. Staff visit the nursery from January – June each year and our Depute Head Teacher liaises regularly with the Head Teacher of the nursery through the Early Intervention programme.

As part of the Primary/Secondary Liaison Programme P7 pupils visit St Luke's High School for a 3-day induction period and the school has close curricular links with all departments e.g. we have a French "café" morning involving all the new S1s, from the three associated primaries.

## **PRIMARY/SECONDARY TRANSFER**

Pupils usually transfer to secondary school at the end of their primary 7 year. 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. For children enrolled in this school AFTER the 25<sup>th</sup> October 2008:-

- those pupils living within the catchment of St Luke's will transfer to St Luke's High School.
- pupils living outwith the catchment of St Luke's will be expected to attend their local catchment secondary school.
- a placing request must be made if you want your son or daughter to attend any school other than your local catchment secondary school.
- Parents will be advised of the transfer arrangements in December of the pupil's primary seven year.

### **School Admission Arrangements**

Before a child enrolls in St Mark's Primary School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at this school. If appropriate evidence is not submitted the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the school office. Further detail on required documentary evidence and change of circumstances is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19102&p=0>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the St Mark's Primary delineated catchment area and his/her parents wish the child to continue to attend the school the parent must submit a placing request to remain. Where it is found that a child is no longer entitled to a catchment place in St Mark's Primary since they no longer reside in a property in the delineated catchment area associated with the school, and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child's parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from St Mark's Primary School.

If information that is submitted is found to be fraudulent the Council may pass the matter to the Procurator Fiscal's Office. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so.



## 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.

### POLICY ON PUPIL ABSENCE MONITORING

By 9.30am the Absence Monitoring registers will be checked, absences and late-comings recorded and information sent to the office.

If there has been no phone call or message from the parents/carers before 9.30am the absence is followed up by the office staff who will call parents/ emergency contacts. If no contact can be reached or message left the Head Teacher will investigate.

Teachers are responsible for registering children in the morning and after lunchtime for any children who have not returned to class. The school office will be notified of this immediately and contact made with the home.

Parents are advised through newsletters, induction evenings, etc that all pupil absence must be reported by phone on the first day as all absences and latecomings are closely monitored.

**APPOINTMENTS** – if children are removed from school to keep medical or dental appointments they should be signed out at the school office. On their return a return time should be recorded on the sheet. Parents are constantly reminded of the importance of all contact numbers being kept up-to-date. The office hold administration information files on all children with 2 parents/carer contact numbers and 2 emergency contact numbers. Administration sheets are sent out for updating each year.

**Children have to attend school only 190 days out of 365 in a year.(i.e. 52%) Please therefore do not take your child on holiday during the term.**

### STATEMENT ON SCHOOL ATTENDANCE AND ABSENCE

East Renfrewshire has a clear policy on attendance, which is listed below:

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

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child’s absence from school to be recorded in the school register in four different ways:

- As authorised i.e. approved by authority and this includes sickness, religious observance, bereavement etc

- As extended leave with parental consent i.e. when the family moves abroad for a short time
- As unauthorised i.e. unexplained by the parent (truancy) or most family holidays during term time
- As temporarily exclusion from school

Every effort should be made to avoid family holidays during term time.

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

## HOME AND SCHOOL LINKS

Parental involvement and engagement is extremely important. If you have an issue or concern you wish to discuss, this should be with the class teacher in the first instance; please contact the school office. Class teachers will endeavour to return your call within 48 hours. A member of the Leadership Team may be available to discuss a matter of immediate concern or an appointment may be made with the stage mentor.

- Mr S Cockbain P1 – P2
- Mrs J Neil P3 – P4
- Mrs J Baker P5 – P7

If parents wish a more lengthy discussion with a member of staff, they should contact the school so that arrangements may be made to release a teacher from class.

Formal parent/teacher evenings are arranged twice a year. Throughout the session parents are most welcome to have their child's programme of work explained to them or have informal discussions regarding their progress. Curricular workshops (e.g. numeracy and mathematics and literacy and English) take place throughout the year.

Termly newsletters provide information about school matters. We have a web site which is regularly updated ([www.ea.e-renfrew.sch.uk/st-marks](http://www.ea.e-renfrew.sch.uk/st-marks)) in addition to our Twitter account @StMarksPrimary1.

New entrants are invited to pre-school induction visits. At these visits, children sample the delights of P1 whilst parents explore the curriculum and other matters of interest. Pre 5s also use the classrooms and playground in the summer terms as part of the familiarisation process. There is an induction session on how to best help your child, particularly with early reading and homework.

Meetings are held to discuss the reception of Sacraments (Reconciliation, First Communion and Confirmation) at the appropriate stages. Parents are invited to school highlights such as Mass, concerts, assemblies, etc. A calendar of events is sent out to all parents at the start of each year.

We have a family room that is well used by parents and pupils after school to do homework and have a cup of tea and juice and a biscuit.

The family room is also well used by Family First and parents who want somewhere to meet after they have dropped off their children.

## CHURCH LINKS

The home/school partnership is at the cornerstone of a Catholic school. We have a close relationship with our chaplain, Father Joe Burke, who is a frequent visitor. Parish information can be found on website: [www.stjohn-barrhead.org](http://www.stjohn-barrhead.org).

## COMMUNITY LINKS

St Mark's Primary work with a range of partners to support parents, pupils and the school community. These include Money Advice and Rights Team, Credit Union, Uniform Bank and St. Vincent De Paul Society. We are always looking to develop partnerships and welcome the opportunity to work with local businesses and community groups.

## **SCOTTISH SCHOOLS (PARENTAL INVOLVEMENT) ACT 2006**

School Boards were replaced in August 2007 by a new system of Parent Councils. The Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school. The legislation supports parental involvement in a much wider sense than before.

It aims to help all parents to be:

- Involved with their child's education and learning
- Welcomed as active participants in the life of the school
- Encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers.

All members of the Parent Forum are eligible to serve on the Parent Council. In our school it is known as 'St Mark's Parent Partnership'. The Office Bearers for session 19/20 are:

Chairperson	Anna Marie Johnston
Vice Chairperson	Cara Louise Geddes
Treasurer	Louise Kennedy
Secretary	Frankie Robertson
Church Representative	Vacant
Cluster Representative	Paul Townsend

Please contact the Parent Partnership at any time on: [stmarksparentpartnership@gmail.com](mailto:stmarksparentpartnership@gmail.com)

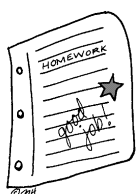
The Head Teacher and local councillors may attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

## HOMEWORK

The school has a homework guide for parents, a copy of which will be given to you at the start of P.1 and is also available on website. We will also give you 'help' sheets in maths and language. These are to ensure your child gets the best education possible.



From the start of P1, parents will often be asked to hear reading or help with new words. They may also be asked to help reinforce new skills recently learned. This provides children with extra practice and starts to build the homework habit. Parental approval gives great encouragement to young readers and provides an early link between home and school. It gives parents an insight into the curriculum and allows parents to experience the tasks being tackled by children.



Appropriate homework which the teacher considers to be beneficial, will regularly be given to all learners. Generally, homework will be given Monday to Thursday. Teachers will ask for specific types of homework such as reading fiction, or research work in relation to Social Studies as well as practice and consolidation in basic skills e.g. mental arithmetic, punctuation and grammar.

We utilise digital resources, such as Google Classroom, Literacy Planet and Education City, for homework. These activities can be completed on any desktop, laptop or mobile device. Families who do not have access to a device may make use of the Family Room from 3.00pm until 4.00pm, where Chromebooks will be available to complete these tasks. Please note that pupils must be accompanied by an adult to make use of this facility.

We would expect homework to take approximately 15 minutes per night in the infant department, building gradually to 30-35 minutes in upper stages.

**Please help by trying to establish a regular place and time – not near the TV.**

**Please be supportive and sign all homework.**

If homework becomes a “battleground”, there’s something wrong, please contact the school immediately.

### Parentzone

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children’s learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child’s school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

## DRESSING FOR EXCELLENCE

### ST MARK'S PRIMARY UNIFORM POLICY



East Renfrewshire Education Committee has a policy on school uniform entitled 'Dressing for Excellence' which was written after consultation with parents. In encouraging the wearing of uniform, account must be taken to prevent any direct or indirect discrimination on the grounds of race or gender. Parents of children receiving income support, family credit, housing benefit or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from school and from the Area and Education offices.



We are thankful for the parental support we receive in adhering to the uniform policy in St Mark's.

#### **Pupils should wear:**

- **White shirt**
- **tie**
- **black or grey skirt/trousers**
- **black v-neck jumper/cardigan**
- **black shoes (not black trainers)**

Pupils participate in P.E. twice per week, once indoors and once outdoors; they therefore require a P.E kit for all weathers. P.E kit should be brought in and stored in school in a labelled bag, it will be sent home routinely to be washed.

**Indoor kit required:**

- **black plimsolls**
- **black shorts**
- **either a red/white/yellow t-shirt**

**Outdoor kit required:**

- **trainers (old ones which can be kept in school)**
- **black joggers**
- **black fleece/sweatshirt**

**PLEASE SUPPORT OUR SCHOOL UNIFORM POLICY**

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

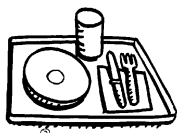
- potentially encourage faction (such as football colours)
- could cause offence (such as anti - religious symbolism or political slogans)
- could cause health and safety difficulties (such as “chunky” rings, neck chains, dangling hooped earrings) etc.
- shell suits of flammable material
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco.
- could be used to inflict damage to pupils or be used by others to do so.

Parents are asked to assist schools by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. The authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

When the weather is unpredictable or there is a slight drizzle your child may be outside playing so please make sure he/she ***is equipped with outdoor clothes***. It's surprising how many children slip out from home, even in winter, without a jacket or coat.



## SCHOOL MEALS



We use a cafeteria system, which allows children to have their choice of a hot meal or sandwich. Our lunch monitors help to keep the lunch hall clean, tidy and calm.

The Cashless Lunch System in East Renfrewshire schools has been a great success. Pupils are reporting reduced queuing times and catering staff have noted a significant increase in the uptake of school meals.



## MAKING PAYMENTS

- Parents/Carers can make payment on line via the Parent Pay system.

## FREE SCHOOL MEALS

Pupils receiving free school meals will be automatically allocated £2.00 per day for their lunch. This will be added onto the system at 11am each day. Should your child wish to buy tuck at playtime, you will need to add money to your child's account by following the guidelines highlighted above. Should your child be absent from school their £2.00 free meal allocation will be removed from the system. This means your child cannot build up their free meal allocation during a period of absence. Children may, however, choose to bring a packed lunch.

Pupils in P1-3 will receive a free school meal.

Children are supervised whilst taking lunch in the cafeteria or whilst eating packed lunches.

At morning interval plain or flavoured milk and healthy snacks will be on sale in the cafeteria.

Special diets are available by parental request; halal menus are available. We have three water units installed providing filtered, chilled water at any time.

Children of parents receiving income support are entitled to a free mid-day meal. Information and application forms, for free school meals, may be obtained from school, and education offices.

## PARENT PAY

ParentPay is an online service that enables you to pay for school meals, educational excursions and other school activities. It displays all the payments you have made and enables you to create a single login for all your children who attend a ParentPay school. Activation letters have been issued, so please login in if you have not already done so. If you have lost your activation letter please contact the school for a copy.

## SCHOOL DISCIPLINE

### PROMOTING POSITIVE RELATIONSHIPS AND CELEBRATING SUCCESS



Our policy is to promote **positive** behaviour at all times and build good relationships with the children based on our school values of **Love, Faith and Understanding**. Moreover, it is incumbent on all staff to ensure fairness, equality and equity at all times regardless of race, gender or ability.

To promote positive relationships within the school we operate a house system. All pupils in the school are divided into four houses - **Bell**, **Mackintosh**, **Ogilvie** and **Wallace** - all inspirational Scots. Children in the same family will all be in the same house and pupils will remain in their house throughout their time in St Mark's. There are children from P1 - P7 in every house along with teachers and support staff.

Senior pupils are the Captains and Vice-Captains of each house. Pupils can gain points for their house when they display our school values or demonstrate exemplary effort in class. House value points can be received from any member of staff at any time, this helps encourage all children to display positive behaviours throughout the school day. One house point is awarded when a pupil receives a reward sticker from a member of staff in recognition of positive behaviour. If a certificate is received due to excellent effort or success in an aspect of the curriculum then five points is awarded. Once a month, teachers have an opportunity to nominate a pupil in their class who deserves special recognition for their attitude to learning and commitment to our school values. These pupils receive a house certificate at assembly which is worth ten points.

House points are collated each term with the winning house receiving a special reward. At the end of the school year, the house with the most value points has their name engraved on the house cup and ribbons in their colour are attached to it. This is then displayed in our trophy cabinet at the front of the school.



## **Promoting Positive Relationships**

We adopt a positive approach to behaviour with appropriate sanctions and rewards. At the start of each session classes will use the school vision, values and aims to create their own Class Charter which will be signed and clearly displayed in their class. All school staff will use house value points in class to promote positive behaviour in and around the school community. Class charters are sent home at the start of each session to be signed by both parent/carer and child. It is essential that our pupils benefit fully from the education which we provide, this sets out clear expectations for all.

### **Inside the classroom - Golden Time**

- Children can gain five minutes of Golden Time each day for displaying our school values, with a bonus five minutes if they gain on all five days.
- If a child is not displaying our values in class, they will not gain their Golden Time for that day.
- If pupils miss Golden Time three times in a term, they will have a restorative conversation during Golden Time with the Head Teacher.
- Golden Time will be structured, purposeful and linked to pupils learning.

### **Referral to Leadership Team**

- If pupils display violent/aggressive conduct or repeatedly demonstrate behaviour contrary to our values, they will be referred to a member of the school leadership team during break time.

Primary 1 – 3 pupils will complete a talking and listening task reflecting on their behaviour.

Primary 4 – 7 pupils will complete a reflection sheet which they share with parents/carers and then return to school.

- Children who are repeatedly referred will be provided with regular check-ins with a member of the Leadership Team. They will be issued with a chart that will allow them to reflect on their behaviour over the course of the school day. This reflection will form the basis of discussions between the pupil and staff member in relation to their behaviour and commitment to our school values. The chart will be sent home at the end of the week for parents/carers to discuss with their child. After a 3 week period, if there has been no significant improvement in the child's behaviour, parents/carers will be invited in for a meeting to discuss next steps.

**(Please note that every child gets a fresh start each term.)**

## SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the schools **Safety and Supervision of Pupils (Scotland) Regulations. 1990**. Fortunately most of our pupils are well behaved. It is important to stress that any means of discipline the school attempts to instil will not work without the full co-operation of the parents. Please note that prior to the start of the school day, there is no supervision in the playground.

## WET INTERVALS

When the weather is very poor, the children will be kept inside to play in their classrooms. When it is felt the weather is suitable to allow the children outside, then it is important that children come to school dressed for all types of weather i.e.: warm/waterproof jacket, boots, gloves, hat and waterproof trousers. Obviously during wet intervals, teachers will be having their break so supervision will depend on the availability of support staff and the Leadership Team (Head Teacher, Depute Head Teacher and Principal Teachers). We therefore require, in the interests of safety, children conduct themselves with the highest standards of behaviour.

## MEDICAL AND HEALTH CARE



**Minor Accidents:** These are treated by school staff and an 'accident' letter sent home. In the event of a child taking ill at school, the home/emergency contact will be informed and the child will be supervised in class or in the office until he or she is collected from school. In the case of a head bump, even a minor one, parents will be contacted as a precaution.

**Serious Accident Illness or any head bump:** Parents or emergency contacts will be notified immediately.

**\*THE IMPORTANCE OF HAVING AN UP TO DATE EMERGENCY CONTACT CANNOT BE OVER EMPHASISED\***

**Routine Medical Examinations:** Dental examinations are held from time to time throughout the pupil's school life. In P.1 a general health examination is carried out on each child, and the parent/guardian is invited to attend. Eyesight is tested at P.1 and hearing at P.2. Parents are informed if any problems arise.

Children with speech difficulties can be referred to the speech therapist at Barrhead Clinic.



Parents are asked to inform the school if there are any particular medical requirements for their child or of any special arrangements to be made in the event of a child being taken home.

**Information in Emergencies:** We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. School may be affected by, for example, severe weather, temporary interruption of transport, power failure or difficulties of fuel supply. In such cases we shall do all we can to let

you know about the details of closure or re-opening and we shall keep you in touch by using text messages, Twitter and the school website.

**In any case of extreme weather advised by the Met Office please keep up to date using the East Renfrewshire council website and the East Renfrewshire Council twitter page in case of school closures.**

<http://www.eastrenfrewshire.gov.uk/>

<http://twitter.com/EastRenCouncil>

You will be asked when filling in the emergency contact form to complete a section detailing where your child should go in the event of a (rare) emergency closure.

## **CHILD PROTECTION POLICY AND PROCEDURES**

### **At St Mark's we work hard to keep our children safe**



At St Mark's we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement.

All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our child protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These policies are designed to ensure that children get the help they need when they need it.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is the Head Teacher, Mr Anthony Hutcheson. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see Mr Hutcheson.

If you are worried or know of a child who could be at risk of abuse or neglect please speak to the Child Protection Coordinator or to a member of staff at one of the following numbers:

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



## **PUPIL VOICE IN ST MARK'S**



Pupils in St Mark's have a say in school decision making through a variety of pupil groups including: Pupil Council, Eco Committee, Junior Road Safety Officers, Peer Mediators, Rights Respecting Schools Committee, and the Fairtrade Group. Representatives meet regularly with a teacher and/or support staff mentor to discuss issues raised by their classmates and express ideas and opinions. Each meeting has an agenda and minutes are taken. All pupil representatives are responsible for reporting back to classmates after each meeting. P1 and P2 are supported in doing this by older children where appropriate. Representatives from the Pupil Council meet with the Director of Education on a regular basis.

### **BUDDIES**

St Mark's ethos is one of care, tolerance and respect for others. One way in which pupils are involved in this is through "buddying". This involves pairing P7 children with P2 and P6 children with P1. Throughout the year there are opportunities for buddies to get together and help each other and ensure that all children feel safe and happy at school.



### **START OF TERM BUDDIES**

Primary 6 children share their skills, energy and experience, organising and playing games at playtime. This is a fun way of helping our youngest pupils settle into school and enjoy playtime whilst keeping both groups of children active, fit and healthy. New friendships are made which can help prevent negative behaviours and bullying and at the same time our children learn about responsibility and commitment in a fun, safe and supervised environment

### **PEER MEDIATION**

Peer mediation is a service available to all children in St Mark's. A number of P7 children have been trained in mediation skills and provide an additional support system for pupils. Children can ask mediators for help if they fall out with their friends, feel left out or are worried about something. Mediators will help pupils to find mutually acceptable solutions to problems without blaming or judging others. The Peer Mediation Area is a comfortable seating area located off the main corridor. The service is voluntary and the mediators have the support of an adult mentor. As well as helping others, mediators benefit by developing the interpersonal skills essential for the future.



### **JUNIOR ROAD SAFETY OFFICERS (JRSO)**

Our Junior Road Safety Officers have the very important job of making sure the pupils of St Mark's are safe when travelling to and from school. Each year, they meet with a member of East Renfrewshire Council and draw up an action plan for the forthcoming year. The pupils felt parking around the school was still an issue, so have started to take action! On some days before and after school our JRSO put on their High-Visibility jackets and take their notepads to join the lollipop person, in a bid to make the streets surrounding our school a safer place. Alongside them is our Campus Cop from St Luke's. Together they have been making sure no cars are parking on zig-zags, double yellow lines, and in dangerous places surrounding the school.



## THE CURRICULUM

### Curriculum for Excellence

Curriculum for Excellence (CfE) is the national curriculum used from nursery to secondary school. It was implemented in 2010. It comprises a broad general education up to the end of S3 (third year in secondary) followed by a senior phase of learning from S4 to S6. Emphasis is placed on inter-disciplinary learning, skills development and encouraging personal achievement.

Curriculum for Excellence is intended to foster four capacities in all young people:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.

### Curriculum Areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

### Principles of curriculum design

There are seven broad principles that practitioners should take into consideration when planning children’s learning:

### Challenge and enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.

**Breadth**

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within the classroom and in other aspects of school life.

**Progression**

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements.

**Depth**

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together.

**Personalisation and choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

**Coherence**

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning.

**Relevance**

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

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.

For further information:

<http://www.gov.scot/Topics/Education/Schools/curriculum>

<https://scotlandscurriculum.scot/>

**CURRICULUM INFORMATION**

Although the areas of the curriculum are illustrated individually, they are in fact inter-related. Within the varied curriculum we provide equal opportunities for all of our children, regardless of ability, gender or race. Multi-cultural and anti-racist education is actively promoted in this school.

In St Mark's Primary, our aim is to ensure that all children have the best start in life and are equipped with the skills needed to be successful. We are committed to ensuring that all learners are provided with a nurturing environment which promotes creativity and curiosity, and encourages them to lead their own learning. For this reason we adopt a playful pedagogy approach to learning in our infant department. This playful approach promotes communication and problem solving skills through active, hands-on learning.

*"Play creates a brain that has increased flexibility and improved potential for learning later in life" (Lester & Russell, 2008).*

Through a range of professional development opportunities, staff have developed skills, knowledge and understanding of play and are able to plan and implement high quality play experiences in the classroom and outdoors. Teachers will respond to children's interests, prior learning, experiences and needs with carefully planned provocations and play experiences. Learning is continually reviewed and adapted based on skilful assessment. A range of approaches contribute to the regular assessment including observations, learner discussions and learners work.

In general, when 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.

## **NUMERACY AND MATHEMATICS**

A carefully structured and balanced maths programme is followed by each child. This involves number, money and measurement, shape, position and movement, information handling and problem-solving and enquiry. The emphasis is on interactive maths and practical work, with children taking an active part in their own learning. A wide range of resources is used, so that mathematical skills and concepts can be developed. We use mathematical games, calculators, computer software and mathematical equipment to introduce and reinforce ideas and concepts. Pupil progress is regularly assessed through formative and summative assessments. A range of textbooks and digital resources, such as *Heinemann Maths*, *Teejay*, *EdPax* and *Education City*, are used to reinforce or revisit concepts and maintain progression for all pupils. Classes also utilise our school grounds to learn outdoors where appropriate.



## **LITERACY AND ENGLISH**

The development of literacy skills plays an important role in all learning. Children develop and extend their literacy skills when they have opportunities to enrich their vocabulary through listening, talking, reading and writing. We encourage children to engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by digital technology. They develop appropriate skills that allow them to communicate, collaborate and build relationships. At all times, teachers are active in developing listening skills with children through taking part in discussions, reporting back on experiences in oral and in written form and of course the teaching and reinforcement of reading skills.



Children engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literacy and linguistic heritage. At the early stages Jolly Phonics and Storyworlds are the main resources used by staff to deliver Literacy and English Language. As children progress through the school Literacy World and Novel Studies are used to further develop literacy skills. In addition, we use a variety of comprehension schemes to strengthen higher order reading skills such as predicting, clarifying, questioning and summarising.

### **MODERN LANGUAGES**

Children at all the stages P1 –P7 are taught French by trained members of the teaching staff, often supported by French language assistants or teaching staff from St Luke's. In primaries 5, 6 and 7 pupils will also learn Italian. This is part of the Scottish Government's policy, Language Learning in Scotland: A 1 + 2 Approach. This opportunity to develop skills in a second additional language should help pupils to play their full part as global citizens.

### **SCIENCES**

Within our science programme of study, children follow structured investigations in planet earth, forces, electricity & waves, biological systems, materials and topical science. They are presented with a range of different contexts for learning which draw on important aspects of everyday life and work. Children are encouraged to develop curiosity and understanding of the environment and their place in the living, material and physical world. Through practical, interesting and fun investigations children are made more aware of the impact the sciences make on their lives, the environment and on society.

### **SOCIAL STUDIES,**

Social studies is essentially concerned with, "the study of how people live and adapt to their environments in different places and at different times." A further aim is to assist in acquiring knowledge and skills which will help children to make sense of their own and other environments. This approach to learning and teaching is achieved through active learning, problem solving, finding and recording and reporting information and may be approached individually, in a series of lessons or form the basis of a theme or topic which can vary in duration.

At the early stages, children might learn more about themselves or their surroundings, building on their previous experiences and by primary 7 the focus may have moved to global issues, researching other cultures and developing an understanding of the principles of democracy and citizenship. Learning within social studies will also enable children to develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.

### **HEALTH AND WELLBEING**

In St Mark's Primary, children will participate in a wide range of activities which promote a healthy lifestyle. They will develop a better understanding about what they eat, how active they are and how decisions they make about behaviour and relationships affect physical and mental wellbeing. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. We will work with partners and take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual. Through the health and wellbeing

curriculum, children will also come to understand that adults in their school community have a responsibility to look after them, listen to any concerns and involve others where necessary.

Our Active Schools Co-ordinator works closely with the school staff and pupils. All children have a minimum of two hours of PE each week as well as a wide variety of extra-curricular opportunities.

The health and wellbeing of pupils is also supported through our *Seasons for Growth* Programme. *Seasons for Growth* supports young people in understanding and managing the issues they experience through death, separation, divorce or other forms of separation. It develops skills in coping, problem solving and self confidence.

## **RELIGIOUS EDUCATION**

The main aim of Religious Education in the school is to teach the Catholic Faith to the children in a way that is appropriate to their age and circumstances. This is done, in the formal curriculum, through the 'This is our Faith' programme. Through this teaching we aim to help the children:

- Deepen their faith and become more aware of God as a presence in their lives.
- Improve their understanding of their membership of the Church, especially in relation to the Sacraments they receive, during their Primary School years.
- Become more aware of the rights and needs of other people within the scope of their own lives and in the wider world.
- Grow in tolerance of other people, especially those with other or no faith.

God's Loving Plan is an RERC and Health and Wellbeing resource which has been designed to deliver relationship and sex education in ways which are faithful to Christian moral teaching. It helps children to develop healthy and respectful attitudes to their bodies and to all aspects of God's gift of life.

## **TECHNOLOGIES**

The study of technologies includes creative, practical experiences and outcomes in business, computing science, food, textiles, craft, design, engineering and graphics. Children will gain confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community. It is important to remember that as children and young people play and learn about technologies, they will also develop an interest, confidence and enjoyment in digital skills that can be transferred and applied in different learning contexts. In so doing they will develop an understanding of the role and impact of technologies in changing and influencing the society of the future.

St Mark's has a huge range of digital devices available for use in school. Pupils use Laptops, Chromebooks and iPads to enhance their learning across the curriculum and develop vital digital skills. They have access to a range of software and apps through Glow and develop coding skills by using a range of programmable toys. We are fortunate that all classes have interactive whiteboards in their classrooms which allows teachers to deliver engaging, interactive lessons. In addition, we have a set of Virtual Reality headsets which allow us to provide a range of immersive learning experiences across the curriculum. Pupils are encouraged to use their digital skills in all areas of learning.



## **EXPRESSIVE ARTS**

Expressive Arts includes Art and Design, Drama, Dance and Music. Through topic work and as subjects in their own right, we aim for balance, progression and coherence in these aspects of the curriculum. We work within our cluster group to ensure that a balanced programme is available in each area. We have programmes of work at each stage and assessment and recording sheets, which give teachers, and in turn parents, a clear picture of each child's ability in various aspects of Music, Dance, Drama, and Art. A wide and varied range of resources are available to encourage development in this important part of the curriculum.

From Primary 4 onwards, pupils have the opportunity to receive instrumental tuition in music provided by the Local Authority Music Service in brass, woodwind & string instruments from peripatetic music instructors.

## **DEVELOPING THE YOUNG WORKFORCE**

Children regularly experience topics which involve the world of work and enterprise. Each class undertakes enterprise projects each year. We also participate in enterprise competitions and show cases. All staff are trained in enterprise education.



## **CELEBRATING ACHIEVEMENTS**

Parents can keep up to date with their child's learning and achievements in the classroom by checking the class blog. Furthermore, our school Twitter page is regularly updated with examples of our pupils' successes and wider achievements.

<https://blogs.glowscotland.org.uk/er/StMarks/curriculum/pupils/class-blogs/>  
<https://twitter.com/StMarksPrimary1>

## ASSESSMENT AND REPORTING

Assessment practices in our school will follow and reinforce the curriculum and promote high quality learning and teaching approaches. We adopt a wide range of assessment strategies to promote learning and so meet the needs of all pupils. Assessment of children's progress and achievement during their broad general education to the end of S3 will be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities.

Children will progress through the following levels from pre-5 to secondary education.

Level	Stage
Early	the pre-5 year 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 The fourth level broadly equates to SCQF level 4
Senior phase	S4 – S6 and college or other means of study

In addition, as part of East Renfrewshire's strategy towards raising achievement, Standardised Testing in reading and mathematics will be carried out in Primaries 3, 5 and 7 as part of the target setting activities which take place in the school. Baseline Assessment takes place in primary 1, as does Developmental Milestones assessment. **Scottish National Standardised Assessments (SNSA)** are carried out at P1, P4 and P7.

The main purpose of this assessment is to provide information for teachers on how well children are doing in literacy and numeracy and to help guide learning and teaching. The online assessments are designed to produce national-level information about children and young people's progress for Scottish Government. The national information covers the whole of Scotland.

All Scottish children and young people in Primary 1, Primary 4, Primary 7 and Secondary 3 will take online assessments within a specified time period decided by the authority.

P1 pupils will sit two SNSA assessments: one in literacy and one in numeracy. P4 and P7 pupils will take 3 SNSA assessments: one in reading, one in writing and one in numeracy. Each assessment will last approximately 45 minutes. Your child will take the assessments in their class as part of their everyday school work.

Further information about the Scottish National Standardised Assessments is available online through the SNSA website <https://standardisedassessment.gov.scot/parents-and-carers/> or you can contact the school.



Formative Assessment techniques are also employed in order to fully involve children in their own learning and to challenge and motivate them as masters of their own learning.

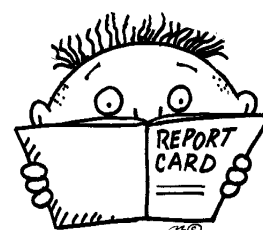
Research shows that children learn best when they:

- ☐ Understand clearly what they are trying to learn
- ☐ Know what is expected of them
- ☐ Are given feedback about the quality of their work
- ☐ Are given advice about how to improve their work
- ☐ Are involved in deciding what needs to be done next
- ☐ Know who can help them if they need it

#### Blogging – Primary 1 to Primary 7

All classes from P1 to P7 have a class blog which can be accessed via the St Mark's Primary Website (<https://blogs.glowscotland.org.uk/er/stmarks/>). The purpose of this is to allow pupils to reflect on their learning, achievements and the progress they are making. It is designed to challenge, motivate and support all children. The class teacher will regularly post updates after dialogue with the children about what they have learned and the skills they have developed. The blogs will also record achievements in and out of school.

At the end of each academic year you will receive a copy of your child's report. Parents' evenings will be held twice a year to give an update on your child's progress, including strengths and development needs. Parents can make an appointment at any time to discuss their child's progress. In addition curriculum evenings, open afternoons, regular homework activities and other opportunities will be used to share information on pupil progress and achievements.



## RELIGIOUS OBSERVANCE IN A ROMAN CATHOLIC SCHOOL



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

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

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

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

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

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition. While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

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

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

For  
-  
of



Curriculum  
Excellence  
Provision  
Religious

Observance in Schools, Scottish Government, 17 February 2011

Celebrating Catholic Education Week with our cluster friends.



## ADDITIONAL SUPPORT FOR LEARNING

Our teaching methods ensure that any difficulties are quickly highlighted. In the first instance teachers would express any concerns (either for a more or less able child) to the Additional Support Needs Coordinator who would then inform the Head Teacher. The nature of the difficulty would be discussed and if necessary assessed. Remedial action would initially be taken by the class teacher. If any extra input from the Additional Support Teacher was deemed necessary, parents would always be informed. Our Additional Support Needs Teachers and members of the leadership team, all work with class teachers in order to provide materials, assist with individuals or groups and advise on appropriate programmes of work. Occasionally we call upon the services of the psychologist appointed to the school or other staff such as our Community School Social Worker or Health Professionals to diagnose and help support a learning or behaviour difficulty. This is only done after consultation with the parent.



We would like to make parents aware that there is a Scottish advice service for additional support for learning which is a registered charity and is part of the Children in Scotland network. Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Details:

Enquire – the Scottish advice service for additional support for learning.

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry Service: [infor@enquire.org.uk](mailto:infor@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning.

### **SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA)**

Dyslexia is a specific learning difficulty in its own right. We use the term where a boy or girl is having difficulty with aspects of reading or writing when there's a clear difference between these and the way they perform in other areas of schoolwork.

If you think your son or daughter may be dyslexic your first step is to approach the school. Mr S Cockbain (Principal Teacher) will be happy to give you advice and information on Specific Learning Difficulties.

There will be strategies in place to help deal with any problems that teachers have identified. However, if not, assessments may be carried out to establish the nature and severity of the problems your son or daughter is facing. This may involve specialist help and advice from an Educational Psychologist. As stated previously, the

school policy is to keep you and your child fully informed of the results of these assessments.

### **JOINT SUPPORT TEAM**



Our Educational Psychologist and the Community School Social Worker meet with the Additional Support Needs Coordinator and other staff regularly, to discuss how best to support pupils, teachers and parents. If your child needs extra support you would be asked for permission for us to discuss your child's needs at a Joint Support team meeting. You may also be invited to a meeting to discuss how best we can work together to support your child.



## EXTRA CURRICULAR ACTIVITIES

Throughout the year there are various activities arranged for class or year groups. These include educational, cultural and social activities related to the children's work in school. Staff also organise and run a variety of after school clubs including: football, multi-sports, netball and running to name just a few. From April to June each year we run a Drama Club for P4-P7 which culminates in our summer show. As well as a variety of sports clubs some of the teachers also provide supported study classes to support pupils in various areas of the curriculum e.g. reading, maths etc.

The children are regularly involved in fund raising for worthwhile charities particularly at Christmas and during Lent.

We participate in various sporting leagues.



During the summer term we organise a Sports Day and Health Week, which is very well attended by parents and friends. Throughout the year, children may be taken to the theatre or a theatre group may visit the school.

Finally while all this information is correct at the time of printing there may be changes throughout the school year due to unforeseen circumstances.



## School Improvement

What is our capacity for improvement?

The school, through its self-evaluation processes, has identified a continuous programme of review and development which will ensure that the school moves forward with a clear vision. The aims of the school set out clearly our intention to provide the highest quality of learning and teaching experiences for our pupils that shall be achieved through strong leadership and the commitment and dedication of all staff.

The views of all stakeholders will be taken into consideration in order to achieve our aims and objectives.

Our School Improvement Plan is available on our website:

<https://blogs.glowscotland.org.uk/er/StMarks/aims-and-achievements/school-improvement-plan/>





## COMPLAINTS, SUGGESTIONS AND COMPLIMENTS

We are always keen to take parents/carers' views and opinions into account. Our school newsletter has an online feedback form and there is an opportunity to meet with the headteacher during monthly drop-in sessions.

How to complain:

The quickest and easiest way to complain is to contact the school directly and ask to speak to a member of the Leadership Team, or in some instances a member of the office staff, let them know what the problem is and what would put things right.

You can make a formal complaint:

*In person:* Make an appointment and call into the school in person.

*By phone:* You can phone and speak to a member of the Leadership Team detailing aspect(s) of the service you are unhappy about.

*In writing:* You can write to the head teacher detailing the nature of your dissatisfaction.

St Mark's Primary School  
Roebank Drive  
Barrhead  
East Renfrewshire  
G78 2JA

When making a complaint you should let us know:

- ☐ Your name
- ☐ Your address
- ☐ Your phone number
- ☐ What you are complaining about
- ☐ What we can do to put things right.

Three stages of the school's complaints process:

### **Stage one**

A member of the Leadership Team will investigate your complaint and usually respond within a few days but certainly within 10 working days. Sometimes, if an issue is complicated we may take longer than this to respond, if this is the case we will write to you and let you know.

### **Stage two**

If you are unsatisfied with the response we have made to your complaint you can ask the head teacher to review the issue. Complaints moving to stage two should be made in writing. Requests for reviews will be acknowledged within two working days and a response will be sent to you usually within 15 working days.

### **Stage three**

This is the final stage of our complaints procedure. If you are still unsatisfied with our responses, it can be passed onto the Director of Education.

You should write to the Director of Education with details about what you are unhappy about and what would put things right. A member of the directorate team will review your complaint and issue a response to you normally within 20 working days.

For further information visit: <http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1573>

# School Holiday Arrangements 2019 – 2020



## First term

### School holidays first term 2019 to 2020

Teachers return	Thursday 15 August 2019
In-service	Thursday 15 August 2019
In-service	Friday 16 August 2019
Pupils return	Monday 19 August 2019
Last day of school	Thursday 26 September 2019
September Weekend	Friday 27 September 2019
September Weekend	Monday 30 September 2019
Re-open	Tuesday 1 October 2019
Last day of school	Friday 11 October 2019
In-service	Monday 21 October 2019
Re-open	Tuesday 22 October 2019
Last day of school	Friday 20 December 2019

## Second term

### School holidays second term 2019 to 2020

Re-open	Monday 6 January 2020
Last day of school	Thursday 6 February 2020
In-service	Friday 7 February 2020
Mid term	Monday 10 February 2020
Mid term	Tuesday 11 February 2020
In-service	Wednesday 12 February 2020
Re-open	Thursday 13 February 2020
Last day of school	Friday 3 April 2020

### Third term

#### School holidays third term 2019 to 2020

Re-open	Monday 20 April 2020
Last day school	Wednesday 6 May 2020
In-service	Thursday 7 May 2020
May Day holiday	Friday 8 May 2020
Re-open	Monday 11 May 2020
Last day of school	Thursday 21 May 2020
May Weekend	Friday 22 May 2020
May Weekend	Monday 25 May 2020
In-Service	Tuesday 26 May 2020
Re-open	Wednesday 27 May 2020
Last day of school	Friday 26 June 2020

Easter

Good Friday: 10 April 2020

Easter Monday: 13 April 2020

#### **Additional In-service Days.**

Following the recent agreement with the Scottish Negotiating Committee for Teachers to provide two additional in-service days in the academic year 2019-20. These additional in-service days are to support professional learning.

In these circumstances, in terms of the powers available under section 133(4) of the Education (Scotland) Act 1980, Scottish Ministers are content to allow the exceptional school closures that have been requested.

These will be as follows:

- **Additional In-Service Day One** **Wednesday 12 February 2020**
- **Additional In-Service Day Two** **Tuesday 26 May 2020**

## **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, which require them to share information that may be personal and sensitive.

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all.

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

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

St Mark's has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is Stephanie Paterson and she can be contacted by email or by telephoning the school.

### **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

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

The Scottish Government will report annually on schools' Curriculum for Excellence attainment data.

#### **Why do we need your data?**

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

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

## **Data Policy**

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

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

## **Your Data Protection Rights**

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

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

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **Want more information?**

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net).

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 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

## **PHOTOGRAPHS /DVD'S/VIDEOS/SOCIAL MEDIA**

The consent of parents/carers (and young people of appropriate age and capacity) will be sought before any photos/DVD's/videos/social media are taken and displayed. This will be obtained 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, Glow and Social Media

When consent has not been given the school will consider how best to manage arrangements to ensure this is respected and dealt with sensitively while enabling others to take authorised photos. Photos should only be taken by an authorised person who has a suitable reason, i.e. they are a parent, a relative or member of staff. Personal photos of school activities such as; sports day, concerts, trips etc. should be used for individual purposes and not public purpose, e.g. not posted on the internet.

## **DATA PROTECTION**

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the General Data Protection Regulation 2018 and may only be disclosed in accordance with Codes of Practice. For further information please contact the school.

## **POLICIES**

Our school policies are regularly revised and updated to ensure that they are in line with local and national guidelines and meet the needs of our school community. These are available to view on the school website.

<https://blogs.glowscotland.org.uk/er/StMarks/curriculum/policy-and-procedure/>