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WELCOME

Dear Parent/Carer

This handbook is written for the parents and carers of children at, or about to enrol in, Thornliebank Primary School. It is designed to provide important information about the life of the school, the different aspects of primary education and guidance as to how you can help your child learn. I hope that you find it both interesting and informative.

At Thornliebank Primary School we strive to provide a happy and safe environment where your child will be nurtured, encouraged and supported to reach their potential. We look forward to welcoming new pupils, parents and carers and will work in partnership to ensure you and your child are supported and valued within our school community.

We actively encourage parents and carers to take a positive role in their child's education. We are very keen that you involve yourself in school life through either the Parent Council or the various activities, events and meetings that take place each session.

You are welcome to visit the school at any time and we aim to ensure that any enquiries are responded to within 24 hours. If you have any queries or concerns, please do not hesitate to contact the school by coming into the office or telephoning 0141 570 7440.

Further information about our school is available on our website:

www.ea.e-renfrew.sch.uk/thornliebank

Yours sincerely,

Jenni Miller
Head Teacher

Vision, Values and Aims

Vision

To support everyone to feel happy and safe, to make rich memories and to become independent lifelong learners.

Values

NURTURE, KINDNESS AND RESPECT

Aims

At Thornliebank Primary School and ELCC we aim to create a welcoming and exciting learning environment where we:

- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Provide a safe, nurturing environment where children and staff are happy and confident as they aspire to achieve their goals
- Celebrate success, promote a growth mindset and instil every child with confidence
- Promote curiosity, enquiring minds and a commitment to lifelong learning
- Ensure equal opportunities and equity for all
- Work as partners in learning with children, parents, carers, families and the wider community
- Promote respect and care for the school environment and local community

In fulfilling these aims, we will enable all children to become successful learners, confident individuals, responsible citizens and effective contributors who are empowered to take their place in society, now and in the future.

Our vision, values and aims were updated in January 2020, following consultation with all stakeholders.

OUR SCHOOL

Thornliebank Primary School is a single-stream, non-denominational school offering education to children from Primary 1 to Primary 7. Our current roll is 193 pupils.

Our school consists of three buildings. The main building was constructed in 1887 and houses our Primary 4-7 classrooms, Depute Head Teacher's office, school library, nurture room, sensory space, STEM room and food technology room.

The annexe was built in 1968 and houses our Primary 1-3 classrooms, school office, Head Teacher's office, Principal Teacher's office, gym hall, dining hall, family room and learning support base.

Our Early Learning and Childcare Centre (ELCC) was built in May 1996 and has spaces for 40 children.

A separate ELCC Handbook is also available.

Contact Details:

Head Teacher: Mrs Jenni Miller

School Name: Thornliebank Primary School

Address: Main Street
Thornliebank
East Renfrewshire
G46 7RW

Telephone Number: 0141 570 7440

E-mail: schoolmail@thornliebank.e-renfrew.sch.uk

Website: www.ea.e-renfrew.sch.uk/thornliebank

Denominational Status: Non-denominational - this means that children of any or no religion or any cultural background may enrol.

Co-educational Status: The school is co-educational.

Associated Secondary School: Woodfarm High School

OUR STAFF

Leadership Team	Mrs Jenni Miller, Head Teacher Mrs Jennifer Wilson, Depute Head Teacher (P4-7) Mrs Janine McGarvey, Principal Teacher (P1-3)
Teachers	Mrs Amanda MacAskill Miss Angela Vannet Mrs Rachel Johnston Mr Ricky Egan Miss Sarah Harrison Miss Antonia Middleton Miss Linzi Cameron Mrs Leyna Fuge Mrs Jean Culley (0.6) Mrs Fiona Doherty (0.4) Mrs Julie Pollock Mrs Joan Lawson (0.6) Mrs Gillian Mackie Mrs Elizabeth McConnell Mrs Lorna Conway
Child Development Officers	Miss Denise Livingstone (Senior) Mrs Gemma McLaughlin (Senior) Miss Rebecca Lockett Miss Lucy Irwin Mrs Janette McClure Mrs Phyla Mair Mrs Diane Burnett Miss Iona Ferguson Miss Niamh Phillips (Modern Apprentice)
Pupil Support Assistants	Mrs Shona Doyle Miss Louise Robin Mrs Saritha Babu Mrs Heather Griffiths
Business Support Assistants	Mrs Kathryn Turner (Senior) Mrs Fiona Potts Miss Lisa Turner (ELCC) Miss Karen Turner
Janitor	Mrs Bernadette McBride
Bilingual Support Assistant	Mrs Kiran Ayaz
Catering Staff	Mrs Jackie Reid Mrs Daljit Kaur

ADMISSION ARRANGEMENTS

Before a child enrolls in Thornliebank 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 Thornliebank Primary delineated catchment area and their parent or carer wishes the child to continue to attend the school, the parent or carer must submit a placing request to remain. Where it is found that a child is no longer entitled to a catchment place in Thornliebank 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 parent or carer is 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 parents or carers 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 co-operation will result in the Council seeking to exclude the child(ren) from Thornliebank 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.

SCHOOL INFORMATION

The School Day

The school day begins at 8.55am and ends at 3.00pm

Morning interval is from 10.35am to 10.50am

Lunch starts at 12.30pm and finishes at 1.20pm

School Improvement Planning

All schools in East Renfrewshire are required to create an annual School Improvement Plan (SIP) as a means of managing change and directing school improvements. Following data gathering, involving pupils, parents and staff, and taking into account East Renfrewshire Council's Local Improvement Plan, priorities are identified and a plan is created. There is a strong focus on development work in Literacy and English, Numeracy and Mathematics and Health and Wellbeing.

The Parent Council are responsible for evaluating the plan on behalf of the wider parent forum. All East Renfrewshire schools submit their SIPs to the Quality Assurance Team for approval.

Information can be found on the school website and a hard copy of the School Improvement Plan is available at the office.

A Standards and Quality Parent Leaflet is available each year and the full Standards and Quality Report is available on the school website or from the office. This document reports on school attainment and achievements over the period of a year.

School Policies

Our school has many curricular and operational policies. Some of our key policies are on the school website. If you wish a copy of any policy, please contact the school office. We will be happy to respond to any request.

Security

In the interests of security all visitors to the school or ELCC must report to the school office in the first instance. The office staff will be happy to help you. Parents should not enter the school via pupil entrances.

Visiting our school

If your child is due to start, or transfer to, Thornliebank Primary and you would like to arrange a prior visit, please contact the school office to make arrangements. A member of the Leadership Team will be happy to give you a tour of the school.

Parental Concerns

We have robust procedures in place to record any parental concerns. Please make an appointment to discuss any concerns about your child's learning with their class teacher, who will be able to give advice and guidance. If there are any concerns relating to family circumstances, health issues, behavioural concerns or any other issues, please contact the relevant member of our Leadership Team.

We record all parental concerns and can access a range of supports from partner agencies e.g. additional learning supports, specific health services, family learning, psychological services and social work to ensure we meet the needs of our pupils and their families.

Absence Procedures

We appreciate parental support to ensure our pupils have a high attendance rate. If your child is unwell and cannot attend school, please contact the school office to inform us before 8.55am, if possible. If we have not had any notification of why a pupil is absent, the office staff will contact parents for an explanation by 9:30am. This conforms to our Child Protection procedures.

If your child has an appointment we would appreciate if they only miss the period of time they require to be at the appointment. We prefer our pupils to be picked up from school and dropped off after any appointment to minimise the amount of time they miss.

We respectfully ask that holidays are taken during the designated school breaks. Any extended absences during term time will have a significant impact on your child's learning. Any other requests for a pupil to be absent from school must be made in writing to the Head Teacher.

The holiday dates for this session and next session can be found by accessing the following link:

<https://www.eastrenfrewshire.gov.uk/article/7434/School-holiday-dates-2019-to-2020>

We have absence monitoring procedures in place throughout the year to ensure our pupils maintain our high standards of attendance. If we have any concerns regarding attendance we may arrange to visit parents or contact Social Services to offer further support.

Complaints Procedure

If any parent wishes to log a complaint, the first point of contact is the Head Teacher who will aim address any issues and endeavour to reach a satisfactory solution. If a parent wishes to pursue a complaint further, they can access information on the correct procedures from:

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

School Uniform

East Renfrewshire Council have developed a policy called Dressing for Excellence which has been adopted by every school in the authority.

Thornliebank Primary School's uniform is:

- Black blazer with badge
- Black trousers/skirt or pinafore
- White shirt/blouse and school tie to be worn daily by P6 and P7 pupils
- White shirt/blouse and school tie or black Thornliebank sweatshirt and yellow polo shirt to be worn daily by P1-P5 pupils
- All pupils should have a shirt and tie as there are occasions, such as special assemblies or school trips, where the school will request that pupils come to school dressed accordingly.

PE Kit

- Black shorts
- Black track suit / jogging trousers for outdoor PE
- School polo shirt or white T-shirt
- Soft indoor shoes

There are forms of dress that 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 loose fitting clothing, dangling earrings, flammable materials etc.
- 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 will pupils be deprived of any educational benefit as a result of not wearing uniform. Parents are asked to assist by ensuring that valuable items and unnecessary expensive items of clothing 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 likely only to be met where the authority can be shown to have been negligent. Jewellery, other than small stud earrings, should not be worn.

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Clothing Grant

Parents of children receiving income support, job seeker's allowance, family credit, housing benefit, universal credit or council tax rebate, will normally be entitled to monetary grants for footwear and clothing. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Education. Information and application forms may be obtained from schools and from Area and Education Offices. Application may also be made on line via the East Renfrewshire Website:

<https://www.eastrenfrewshire.gov.uk/freeschoolmeals>

School Meals

We have a Cashless Cafeteria system where pupils may purchase a three-course hot meal for £2.00 and a three course cold meal for £1.85. Parents can top-up their child(ren)'s account balance using the ParentPay system.

The aim of the cafeteria is to provide your child with a lunch which is enjoyable, well balanced and nutritional. Information on the menus is available on the East Renfrewshire website. Special dietary needs can be catered for. Parents should inform the Head Teacher of the needs and if necessary a meeting will be arranged with our catering manager.

Pupils may bring packed lunches and these are eaten at tables set out in the gym hall.

Free School Meals

Children of parents receiving income support, job seeker's allowance, universal credit and family credit may be entitled to a free school meal. Information and application forms for free school meals may be obtained from school and from Area and Divisional Offices or online via the East Renfrewshire website

Pupils in Primary 1 to 3 all receive a free school meal at lunch time.

Home Lunches

No child is permitted to leave the school at lunchtime unless they are going home for lunch. At the start of each session we request that parents of children intending to go home for lunch send this instruction in writing to the class teacher.

If you take your child out for lunch please make arrangements to collect your child at the school office at 12.30pm. Your child must be signed out on the sign in/out register.

Breakfast Club

The Breakfast Club is located in the dining hall every morning from 8.00am to 8:45am. This is run by Bishopston After School Care. Their details are available from the school office.

Information in Emergencies

We make every effort to maintain a full education service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closures and reopening. We shall keep you informed by text, twitter and our school and Council websites.

Announcements may also be made on local radio and in the press.



Photography in Schools

We use displays of photographs of pupils at work and on educational visits to enhance learning and to celebrate achievement. At the start of every session, we ask for parental consent for photographs to be shared on Twitter, school website, internal and external publications.

Non Smoking Policy

Smoking is not permitted anywhere in the school building or grounds.

Data Protection Act 2018

Information on pupils, parents/carers 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 of 2018 and is stored and used in accordance with the Act. For further information on how we store, use and share your data and our privacy statement, please visit the East Renfrewshire Council website.

MEDICAL AND HEALTH CARE

Reducing the Risk of Transmission of Infection

Children who have an infectious disease should not attend school. 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

NHS guidance states that children with sickness or diarrhoea should not return to school until at least 48 hours after their last bout of illness. This is obviously very important within a primary school and ELCC in order to prevent the spread of infection and I would be grateful if you could be mindful of this advice. Children who are sick in the evening or during the night should not attend school or ELCC the following day under any circumstances.



In order to prevent the spread of head lice, it is important to regularly check and comb through your child's hair.

Minor Accidents

Minor accidents are treated by school staff. 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 they are collected from school. In the case of a minor head bump, parents or carers will be contacted via text message as a precaution.

Serious Accidents or Illness

In these rare circumstances, parents or emergency contacts are notified immediately. Please ensure the school office have correct contact details.

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

Medical Information

Routine medical examinations are held from time to time throughout a child's school life. In P1 a height and weight examination is made on each child, with P7 pupils receiving a health interview. P1 and P7 pupils are also given dental and sight checks.

Parents are asked to inform the school in writing if there are any special medical requirements for their child. Alternatively they can arrange an appointment at any point during the course of a session to discuss their child's medical needs with the relevant member of our Leadership Team.

Administration of Medicines

Under certain circumstances school staff may administer essential medicines to children. Such requests must be made in writing giving details of the dose etc. and parents must complete a Medical Administration Form. Parents should consider whether or not it may be a better option if the medicines can be given at home or if an adult nominated by the parent could come to school to give the medicine. Many children now use inhalers. An additional inhaler can be stored in the medical room where they can be collected by the child as required.

CHILD PROTECTION

At Thornliebank Primary School 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.

All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering from or is at risk from abuse or neglect. Our Child Protection Policy and procedures set out what we will do if we have reason to believe a child is at risk, either within the home or the community.

These policies are designed to ensure that children get the help they need when they need it.

If you wish further information regarding Child Protection procedures, please contact the Head Teacher.

East Renfrewshire Education Department Corporate Statement on Child Protection

All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families. Where there is no risk to a child's well-being, school staff should respect their right to confidentiality.

Where possible consent to share information should be sought from the child and their parent or carer, the exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection procedures. In such circumstances then the need for consent is overridden and information should be shared with appropriate agencies.

Children and young people should be advised that there are no guarantees to confidentiality, where the school assesses them to be at risk.

<http://www.erc.education/stdcirlcs/docs/SC51-60/SC57Revised.pdf>



SCHOOL ETHOS AND RELATIONSHIPS

At Thornliebank Primary School and ELCC we aim to provide a happy, safe and nurturing learning environment for your child. Positive relationships are firmly at the heart of our school ethos.

Your child will be encouraged to develop a healthy lifestyle, build positive relationships and work hard to achieve their potential.

We aim to support your child to develop as a learner and as a person who is confident and able to take their place in society, developing skills for learning, skills for life and skills for work. We provide a range of extra-curricular activities and outdoor experiences for all our pupils.

Our assembly programme reinforces the four capacities of Curriculum for Excellence, supporting our pupils to become Responsible Citizens, Confident Individuals, Successful Learners and Effective Contributors. Celebrating pupils' wider achievements is central to our ethos and we give pupils the opportunity to share their experiences with others. Our pupils are motivated to behave well and to share their achievements from school and beyond with their peers.

We encourage pupils to be respectful to each other and to the resources we have in school. Our Promoting Positive Behaviour and Relationships Policy reinforces the expectations we share for all pupils' behaviour.

Our staff have received training in using a restorative approach to behaviour management and this is used throughout the school.

We are very proud of our school and the standard of education we provide. Our staff are dedicated and committed to providing the best for our pupils. We are a Rights Respecting School and all members of our school community are encouraged to work together to promote rights and responsibilities and develop a rights respecting ethos within the school.

Pastoral Support

We have a strong pastoral support system in place for our pupils. If a child is experiencing difficulties related to their home or family life such as illness, bereavement, separation, divorce, house move or any other significant event which is causing anxiety, we would like to know in order to support the child through this difficult time. It is always useful for school staff to be informed of major events in order to help.

Anti-bullying Policy

East Renfrewshire Council has guidelines for investigating, reporting and recording allegations of bullying behaviour. Bullying behaviour can be categorised under the following headings: written, physical, verbal, damage to property, incitement, cyber-bullying or exclusion.



Any parent who believes their child is experiencing bullying behaviour can report this directly to the school for investigation and the outcome will be reported back to the parent promptly. Issues around bullying behaviour and a strong anti-bullying message permeate the Health and Wellbeing curriculum at all stages.

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. At Thornliebank Primary School, our janitor, pupil support staff and Senior Leadership Team supervise pupils during morning intervals and lunchtime.

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

Equalities

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.

Thornliebank Primary School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is the Head Teacher and she can be contacted by email (schoolmail@thornliebank.e-renfrew.sch.uk) or by telephone.

PARENTAL ENGAGEMENT

Scottish Schools (Parental Involvement) Act 2006

This Act made 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. 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.

Thornliebank Primary School Parent Council

Current Parent Council office bearers 2019/2020 are:

Sarah Longfield (Chair)

Janey Lennon (Vice Chair)

Karen Smith (Secretary)

Elaine Fleming (Treasurer)

The Head Teacher and local councillors may attend 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.

Meetings are usually on a Wednesday evening at Woodfarm High School.

Dates and times are published on the school website and newsletters.

The Parent Council are always looking for new members and volunteers so please feel free to contact the school or the Chair if you would like more information. There is a Parent Council Section on the school website and a Parent Council Facebook page if you would like more information.

How Parents Can Support Our School

If you can offer any time to the school, we would be delighted to hear from you. We already have parents who help out and accompany children on class outings, lead extra-curricular clubs and help enhance children's curricular learning experiences. If you wish to help, please contact us, a Protection of Vulnerable Groups (PVG) certificate is not always required; when it is, we can advise and arrange for a form to be given to you).

Throughout the year we have Find Out More Days, Kids Take Over Days, parent/carer consultations and curricular events to allow you to see your child's learning environment, find out more about their activities and be informed about their progress. These events aim to give you a clear

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understanding of your child's work and will give you the opportunity to discuss ways in which you can support your child's learning at home.

Homework

There are several types of homework set by teachers, the amount and type will vary according to the needs of the child. It will usually involve the following:

- Literacy and Language work
- Mathematics
- Cross-curricular work
- Spelling/Phonics

Occasionally it may include:

- Personal Research
- Problem Solving
- Extended writing
- Catching up with uncompleted work
- Extra practice/reinforcement

Further information on parental support and involvement is available by accessing:

<https://education.gov.scot/parentzone>

THE CURRICULUM

All Scottish schools follow Curriculum for Excellence (CfE) produced by the Scottish Government and Education Scotland.

The Curriculum encompasses learning through four contexts:

- The ethos and life of the school
- Curriculum areas
- Inter-disciplinary projects and studies
- Opportunities for personal achievement

Curriculum for Excellence encourages schools and parents to work together to help all children become:

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

Curriculum for Excellence covers three levels in the primary school. The levels correspond approximately to the primary stages as follows:

Early Level – The pre-school years and P1 or later for some

First Level – To the end of P4, but earlier or later for some

Second Level – To the end of P7, but earlier or later for some

All teachers have a responsibility to promote Health and Wellbeing and develop skills of Numeracy and Literacy in all curricular areas.

Active learning and teaching is promoted, encouraging children to be more involved in their learning and giving them effective feedback to support their progress.

There are eight areas of the curriculum and we aim to provide pupils with a learning experience which offers personalisation, choice, challenge, depth and progression throughout their seven years at primary school.

Literacy and English

This includes three core elements; talking and listening; reading; and writing. As language permeates the whole curriculum, many skills are developed through the context of other curricular areas. At all times, teachers are active in providing children with opportunities to follow instructions, take part in discussions and respond to the views of others, report back on experiences orally and in written form and reinforce the skills of reading for enjoyment and

information. Our resources for the teaching of literacy are extensive and help us to ensure that each aspect is adequately covered. We use a range of methodologies to ensure balance and progression for each individual. The children's learning is regularly assessed through formative and summative approaches.

Modern Languages

Children at all stages are taught French by Thornliebank teaching staff and are often supported by French language assistants or teaching staff from Woodfarm High School. There is much emphasis placed on interactive methodology to enhance the development of language skills. In the upper school, children also have opportunities to experience Spanish. Our ELCC children have had the opportunity to experience learning in Urdu.

Numeracy and Mathematics

A carefully structured and balanced numeracy and mathematics 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 engagement with children taking an active role within their own learning. A wide range of resources, including information technology, are used so that mathematical skills and concepts can be developed and reinforced. The children's learning is regularly assessed through formative and summative approaches. Consistent use of Maths vocabulary has been developed throughout the school and clear links have been established with Financial Education. The use of play as the driver for exploring mathematical skills and concepts is a current focus.

Health and Wellbeing

We follow the Health and Wellbeing Experiences and Outcomes as defined by Curriculum for Excellence. In this area of the curriculum we cover social, emotional and physical wellbeing; physical education, physical activity and sport; planning for choices and changes; food and health; substance misuse and relationships, sexual health and parenthood. This also cuts across other areas of the curriculum and children will revisit some of these experiences in other lessons. All children are engaged in a minimum of two and a half hours of PE each week as well as a range of extra- curricular opportunities.

Expressive Arts

The Expressive Arts include Art and Design, Dance, Drama and Music. Through interdisciplinary learning and the development of discrete skills, we plan for balance, progression and coherence in these areas. Many resources are used to develop the necessary skills and creativity in this important area of the curriculum. Visits from travelling theatre groups and musicians are

encouraged and our children are regularly involved in public performances and exhibitions.

Sciences

Through learning in the Sciences children develop their interest in and understanding of the living, material and physical world. They engage in a wide range of collaborative, investigative tasks which allow them to develop important creative, inventive and enterprising skills. Children are encouraged to recognise that skills and knowledge of the sciences are increasingly important to the world of work.

Children develop understanding and knowledge of:

- Plant Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values in different times, places and circumstances. They also develop their understanding of their environment, how it has been shaped and how they must take responsibility for local and global sustainability.

Educational visits may be arranged to places of interest, such as Vikingar, Scotland Street School and Stirling Castle. Members of the local community and business partners are invited into school to add practical and personal contributions and to place learning in the context of real life and work. We also offer opportunities for all pupils to participate in enterprise activities and to develop employability skills.

Technologies

The Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. These include studying technological development in society to enhance creative and organisational skills, problem solving and planning. Design Technology and Food Technology are also a focus.

Information Communication Technology (ICT) is an integral part of this curriculum area. Computers are an important aid to teaching and learning and are used extensively at all stages. Pupils have access to classroom

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computers, laptops and tablets and a wide range of software and apps are used to introduce and consolidate skills across the curriculum.

Safe use of ICT is essential. Parents and pupils are required to sign an acknowledgement that their child will act in a responsible way when using ICT.

Religious and Moral Education (RME)

Religious Education makes an important contribution to the curriculum in helping pupils gain knowledge and understanding of the different religions, values and beliefs that shape our school community as well as the Scottish and global contexts.

Learning through RME enables our pupils to recognise religion as an important expression of human experience. The pupils will learn about and from the beliefs, values and practices of several world religions and traditions. They will also learn that moral values do not necessarily need to stem from a particular religious belief.

Our aim is that each child will gain an insight in to their own values and beliefs while also developing respect for others'. We believe that an individual's belief systems can be strengthened through reflection on the belief systems of others.

Religious Observance

The Scottish Government has recently update guidance on Religious Observance in Scottish schools: [**Religious Observance**](#)

Thornliebank Primary School is a non-denominational school. Our aim is to foster mutual respect and understanding for all beliefs and religions. It is the right of every parent to withdraw their child from Religious Observance. The Head Teacher should be informed of the parent's intention in writing.

Parents/ carers may request permission for their child to be absent from school in order to celebrate recognised religious events. If there is a particular religious observance in which parents wish to have their child participate, we will be pleased to discuss how we can support this.

Interdisciplinary Learning

A Curriculum for Excellence encourages the development of skills using an interdisciplinary learning approach as well as a focus on the core subjects of Literacy and English, Numeracy and Mathematics and Health and Wellbeing. The following websites provide more information:

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE>
www.ea.e-renfrew.sch.uk/curriculinks

Throughout the year pupils are involved in learning conversations which then influence how teachers plan the lessons.

We also have specific Find Out More Days where parents can visit classrooms to see their children at work, look at the classroom resources, observe learning and see evidence of their child's work.

ASSESSMENT

Assessment is carried out on a daily basis in class. Pupils are encouraged to assess their own work (self-assessment), the work of their classmates (peer assessment); and to discuss their work with the teachers (teacher assessment). In addition, teachers will carry out more formal assessments in all curricular areas, and in particular in reading, writing and mathematics.

Once a term, assessment work will be collated in individual pupil folios which parents will have access to and can comment upon. All assessment data will be used to support and influence the planning of pupils' future learning activities.

On an annual basis, pupils will undergo Standardised Testing in Maths and Reading. At P1, P3, P5 and P7, East Renfrewshire Council take responsibility for the marking and collation of results. In addition, The Scottish Government have introduced national testing at P1, P4 and P7. In this way we can track results, progress and attainment for all pupils throughout their school life.

Curriculum for Excellence assessments are collated and quality approved for the National Assessment Resource (NAR), which is a bank of assessments that test pupils' skills across a series of lessons. School staff have received training on developing assessment materials using specific CfE Experiences and Outcomes. More information can be obtained from:

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

If the school has any concerns about a pupil's learning based on classroom observations or other assessments, this will be discussed during parents' meetings. Alternatively, we may contact parents or carers out with the designated reporting times to discuss any issues which arise. This will always be done in a sensitive manner and may lead to short term or longer term interventions to ensure progress occurs at the pace which suits the individual child.

ACHIEVEMENT

We believe that celebrating achievement empowers pupils to aim for further success and creates a culture of aspiration. We work hard to promote a strong ethos of achievement by promoting a positive attitude in pupils and staff.

Achievements are celebrated and recorded in many different ways including:

- Displays– sharing success with parents and school visitors
- Class open days/workshops
- Newsletters
- Whole school, stage and pupil-led assemblies
- Extra curricular clubs and external competitions
- Whole school awards
- Encouragement stampers, stickers and certificates
- School website
- Twitter feed

REPORTING

Every year the school offers a minimum of three opportunities for parents to receive feedback on their child's learning achievements. In October and March, the school hosts Parent/Carer Consultation Meetings where parents/carers and teachers have the opportunity to discuss progress, attainment and next steps for learning.

In June, parents/carers will be issued with a report card detailing information on their child's progress and attainment over the course of the school session. At various points throughout a session parents/carers will be given the opportunity to share their views on their child's achievements and parental feedback is always encouraged.

If parents/carers have any concerns regarding their child's learning or any pastoral concerns which may have an impact on this, we welcome the opportunity to discuss this further and to work in partnership to find effective solutions. Appointments can be arranged throughout the school session by contacting the school office.

Reporting takes many forms and we will use appropriate ways to share your child's learning and progress with you. This may include some of the following:

- Homework
- Presentations
- Open days / evenings
- Folios of children's work

- Parent information events
- Parent consultation events
- Ongoing verbal discussions
- Newsletters
- Assemblies

SUPPORT FOR PUPILS

Support for Learning

We provide learning activities which are appropriate and provide challenge at all ability levels appropriate to the pupils' needs and abilities. Some children experience difficulties with learning or behaviour and early identification of problems is essential.

Any child with difficulties will be placed on a programme of work suited to their specific needs. The Class Teacher and Additional Support Needs (ASN) Coordinator will be involved in different ways in the provision and monitoring of the programme. Our ASN Coordinator is Mrs Wilson.

A partnership with parents is also encouraged and after an initial consultation, parents' help and support is sought. In certain cases the expertise of Psychological Services is also requested.

The school has been awarded the "Dyslexia Friendly Schools Award". This means that staff are aware of indicators of dyslexia and can refer to our Dyslexia Adviser for assessment and identification of this additional support need.

If parents have any concerns about their child and want to discuss this outwith the reporting times, they can contact the school for an appointment with the class teacher or the ASN Coordinator.

If a child requires supplementary support, a Child's Wellbeing Plan can be put in place and specific targets will be set three times a year to focus on skills for development. Parental input into this plan is sought and is greatly valued.

Other professionals who support our pupils include: educational psychologist; bilingual support assistant; teachers trained to support pupils with visual or hearing impairments; Families First worker; speech and language therapists; occupational therapists and any other professionals who can assist the teaching staff in meeting the needs of individual children.

The Education Authority and school have duties under the Additional Support for Learning Act 2009 and its subsequent amendments. For more information, please see:

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

<http://enquire.org.uk/>

TRANSITIONS

ELCC to Primary School

Our aim is to make our Primary 1 children's transition from Early Learning & Childcare to school a happy and enjoyable experience. In order to achieve this we try to get to know your child and also help you to prepare your child for school.

The education your child has already received, and the progress he/she has made is very important to us. In May/ June each year we run a four week Infant Induction Programme where parents and pupils can come to the school to learn more about the curriculum and the life of the school. The new Primary 1 pupils will meet their new teacher and classmates.

At Thornliebank Primary School we want your child to begin Primary 1 feeling secure and happy. If your child has attended one of the local nurseries, a member of our staff will visit the nursery, speak to the staff and spend some time with your child. Children who attend Thornliebank ELCC have a close association with the school and there is a close liaison between the ELCC staff and Primary 1 teachers.

Transfer from Stage to Stage within Primary School

At the end of each session, the school arranges transition meetings to ensure that there is effective transfer of information from the outgoing teacher to the new teacher. These meetings have been in place for a number of years and have been effective in ensuring pupils' progress from stage to stage.

If a pupil has a particular concern about changing classroom and changing teacher, we can support them by providing a social story with pictures which can be taken home and referenced throughout the summer holiday.

Transfer to Secondary School

Pupils normally transfer from primary to secondary school between the ages of eleven and a half and twelve and a half, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

East Renfrewshire pupils from our school will normally apply to transfer to:

WOODFARM HIGH SCHOOL

ROBSLEE ROAD

THORNLIEBANK

EAST RENFREWSHIRE

G46 7HG

TEL: 0141 577 2600

Website: www.ea.e-renfrew.sch.uk/woodfarm/

School Handbook January 2020

The Head Teacher of Woodfarm High School is Mrs Nicola MacGlashan.

Any enquiries about secondary education should be directed to the local high school who can provide a copy of their current school handbook.

Pupils who live in the catchment area of Thornliebank Primary have an automatic right to transfer to Woodfarm High School and a transfer application should be completed in December of the child's P7 year.

Pupils who attend Thornliebank Primary School as a result of a placing request must complete a placing request form to apply for a place at Woodfarm High School.

There is a close working partnership between the Woodfarm Cluster establishments. This also includes the Glen Family Centre, Giffnock Primary and Braidbar Primary.



SCHOOL PARTNERSHIPS

We work closely with our partner agencies to provide support for pupils and their families.

Our Active School Coordinator assists with the organisation of after school activities, training of staff and sporting events.

Our Educational Psychologist is a member of our Joint Support Team and has been involved in providing training for staff and supporting pupils and their families.

The campus police officer is based at Woodfarm High School. He is involved in working with classes as part of their Health and Wellbeing education programme.

Our Families First worker regularly supports children and families and liaises closely with the school.

School and the Community

The school plays a valuable role in the community. We take an active part in community activities. The community itself is an important resource and provides a number of learning opportunities that benefits the pupils.

These include:

- swimming at Eastwood Leisure Centre
- links with local faith groups, community groups and businesses
- links with Woodfarm High School and local Early Learning & Childcare providers
- excursions by class groups to museums etc.
- debates at Council Chambers
- the community police and firemen at times provide pupils with input on important safety issues
- Primary 7 residential visit to an outdoor education centre

PUPIL LEADERSHIP

It is essential that our pupils feel involved in the decisions made about their school and pupil participation is valued and encouraged.

School Assemblies

School assemblies are generally held on a Monday afternoon. They concentrate on celebrating success and highlighting children's achievements and pupils are encouraged to become confident individuals by making a contribution at assembly time.

Leadership Opportunities

We have established five committees this year, with representatives from every class. These are: reading committee, pupil parliament, outdoor committee, global citizenship and health & wellbeing committee. The committees meet regularly to discuss ideas and concerns, and are already making plans to improve various aspects of our school and its environment.

House System

We are embedding our House system with House Captains, Vice Captains and Junior Captains leading the way in a range of initiatives and events to support the school ethos.

Other opportunities open to our pupils include:

- Playzone Pals and Young Leaders
- After-school clubs
- Representing the school in competitions, cluster tournaments and sports festivals
- Performing at special assemblies/ concerts
- Lunchtime monitors
- Fundraising activities
- Reading Buddies, Number Buddies and Nursery Assistants

IMPORTANT ADDRESSES/TELEPHONE NUMBERS

Thornliebank Primary School & ELCC
Main Street
Thornliebank
G46 7RW
schoolmail@thornliebank.e-renfrew.sch.uk

Director of Education:
Mhairi Shaw, DCE
East Renfrewshire Council
211 Main Street
Barrhead
East Renfrewshire
G78 1XB
Telephone: 0141 577 3404

Community Education Officer:
Community Facilities Section
East Renfrewshire Council
Eastwood Park
Giffnock
East Renfrewshire
G46 6UG
Telephone: 0141 577 3099

Clothing Grants/Free meals:
Customer First
Telephone: 0141 577 3001

East Renfrewshire Council web address:
<http://www.eastrenfrewshire.gov.uk>

General information:
<https://blogs.glowscotland.org.uk/er/curriculinks/links-for-parents/>