

# Uplawmoor Primary School

## Handbook 2019 / 2020





# Uplawmoor Primary School Handbook 2019-20

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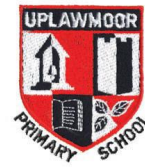
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## Welcome to Uplawmoor Primary

Dear Parents / Carers

Welcome to Uplawmoor Primary School. We hope you find this handbook both interesting and informative.

We are very proud of our school and we work together to promote a happy, caring environment where our children feel secure and supported. Our main priority is to provide the highest quality of educational experiences for all children in our care, so that they are encouraged to achieve their full potential. You can be confident that all aspects of your child's development and wellbeing will be given the highest priority.

We actively encourage partnership with parents and hope that you will become as fully involved in your child's learning as possible. We look forward to working with you and your child in the years ahead and we hope you enjoy being part of our school community.

If you would like to visit the school or have any queries or concerns that you would like to discuss further, we would be delighted to meet with you. Please contact the school office to make an appointment or to arrange to have a tour of the school.

Yours sincerely

Miss Jacqueline Dunn  
Acting Head Teacher



# **Section 1**

## **General School Information**

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### Contact Information

<b>School Name</b>	Uplawmoor Primary
<b>Address</b>	Tannoch Road Uplawmoor Glasgow G78 4AD
<b>Telephone</b>	0141 570 7460
<b>E-mail Address</b>	<a href="mailto:schoolmail@uplawmoor.e-renfrew.sch.uk">schoolmail@uplawmoor.e-renfrew.sch.uk</a>
<b>Website</b>	<a href="https://blogs.glowscotland.org.uk/er/Uplawmoor/">https://blogs.glowscotland.org.uk/er/Uplawmoor/</a>
<b>Head Teacher</b>	Miss Jacqueline Dunn (Acting)
<b>Present Roll</b>	71
<b>Capacity</b>	100
<b>Stages Covered</b>	P1 – P7 (ages 5 – 11 approximately)
<b>Denominational Status</b>	Multi-denominational, Co-educational This means that children of any or no religious persuasion may enrol.

Parents should note that the operational capacity of the school may vary according to the number of children at each stage and the way in which the classes are organised.

### Admission and Enrolment

Enrolment for P1 takes place in January of each year; instructions for enrolment are given in the press and advertised locally in nurseries, and playgroups. Information can also be found on the council website. All children resident within the catchment area whose fifth birthday falls between 1<sup>st</sup> March of that year and the last day of February of the following year will be registered.

Before a child enrolls in Uplawmoor 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



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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 Uplawmoor 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 Uplawmoor 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 Uplawmoor 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.

Most children attend their local primary or secondary school, but parents can choose to apply for a place for their child in another school. If you are interested in making a placing request for a school in East Renfrewshire and want to find out more, visit the council website where you can download a placing request form and information on how placing requests are decided.

Once your child's place is confirmed, a letter will be sent out inviting your child to visit the school on 4 afternoons during May and June when they will undertake activities to familiarise them with the school setting and meet their teacher(s). A Parent Information session is offered during the final visit to allow you to become familiar with the curriculum and other aspects of school life.

If you are interested in finding out specific information about a particular school, you should contact the school directly or visit the East Renfrewshire Council website. If you want to make a placing request for your child for the session beginning in August 2019, you should return your completed placing request form before 31<sup>st</sup> January 2019 to:

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### PLACING REQUESTS

Education Department  
East Renfrewshire Council  
Education Department  
211 Main Street  
Barrhead  
East Renfrewshire  
G78 1SY

Parents wishing to make an early or deferred entry request should contact the Head Teacher for further information and relevant paperwork.

Parents, who are planning to move into the catchment area and are seeking a place at Uplawmoor, should contact the school for advice. We are always pleased to arrange appointments for parents and prospective children to visit the school.

East Renfrewshire Education Department does not provide transport for those children in receipt of a placing request other than in exceptional circumstances. Further information can be found on the council website.

### Organisation of School Day

Early Entry	8.55 am		
School day begins	9.00 am		
Interval	10.40 am	–	10.55 pm
Lunch Break	12.35 pm	–	1.35 pm
School day ends	3.15 pm		

### School Uniform

In East Renfrewshire, we strive to achieve our vision of Inclusion, Achievement, Ambition and Progress for All in all that we do. Supporting schools to robustly implement school uniform / dress code is an important way of reinforcing this drive for excellence. East Renfrewshire's Education Department expects and strongly encourages its schools to have high standards of uniform as it can: contribute to school security; instil pride in the school and contribute to its values; promote a positive and professional work ethic; help pupils to see schools as places of learning; support positive behaviour and discipline; encourage identity with, and support for, school ethos; promote equality of opportunity and social justice; protect children and young people from social pressures to dress in a particular, fashionable or expensive way; nurture cohesion and promote good relations between different groups of children; foster partnership among pupils and staff, between home and school, and between community and school.

Dressing for Excellence is a policy approved by East Renfrewshire's Education Committee and was formulated following discussions with head teachers and Parent Council Chairpersons. In promoting the wearing of school uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of sex, race, age, disability, sexual orientation and religion or belief. Any proposals should be subject of widespread consultation with parents and pupils.

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

- fail to identify pupils as children of their school
- potentially encourage faction (such as football colours)
- cause offence (such as anti-religious symbolism or political slogans)
- cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- present a security issue for the school through being valuable items

Under no circumstances will any pupil be deprived of any educational benefit as a result of not wearing school uniform. Further information on East Renfrewshire's 'Dressing for Excellence' policy can be obtained from:

<https://blogs.glowscotland.org.uk/er/Uplawmoor/files/2011/12/Dressing-for-Excellence-Colour-Leaflet1.pdf>

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

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1808>

We ask pupils and parents to keep to the basic, agreed elements of our uniform:

### **Boys**

Black blazer  
Grey trousers  
White shirt  
School polo shirt  
School Tie  
Red cardigan / jumper  
Black shoes

### **Girls**

Black blazer  
Grey skirt / trousers  
White shirt  
School polo shirt  
School Tie  
Red cardigan / jumper  
Black shoes

In order to reflect these standards of dress, we ask pupils to keep shirts buttoned and tucked in, to wear ties knotted to the neck and to wear skirts of an acceptable, modest length. These standards are in keeping with expectations and standards at Eastwood High School and our cluster schools.

### **PE Kit**

To allow pupils to enjoy PE activities, school PE kit (red badged t-shirt and black shorts) and appropriate shoes with non-marking soles should be provided. Jewellery should not be worn during PE lessons and long hair requires to be tied back. Parents should contact the school if their child is unable to comply.

### Pupil Belongings and Valuables

Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items are not brought into school. Parents should note that the Authority does not carry insurance to cover the loss of such items and any claims submitted are only likely to be met where the Authority can be shown to have been negligent. All items of clothing **must be labelled or marked with your child's name and class**. More information can be found on the East Renfrewshire Council's website.

### Playground Information

An adult presence is provided in the playground at break times in terms of the Schools' Safety and Supervision of Children (Scotland) Regulations 1990. This ensures appropriate behaviour and pupil safety as far as possible. From time to time a decision is made for your child to have their break indoors. Primary 7 monitors and a member of school staff supervise the children in their classrooms during this time.

There is adult supervision in the playground from 8.45 am. In the event of extreme / adverse weather, this supervision is moved inside and the children are allowed indoors. Please note that it is not possible to allow pupils to enter the school **before** 8.45 am for health and safety reasons. We therefore ask, that in adverse weather, children are not brought to school before this time.

### Parking

There is limited parking around the school and we encourage parents to walk with their children to school. Most East Renfrewshire schools were not built to accommodate the number of cars on the road nowadays. This can mean traffic jams, blocked streets and stress for parents, children and neighbours. Walking to school can be healthier for you and your child and could mean a more relaxed start to the day for you, your child and for other parents.

Parents are asked not to park on or use the '**BUS STOP**' markings as a drop off point. This is to allow the school buses to park as close to the school gates as possible to ensure the safety of children who use them. In addition, to ensure pupil safety at all times, we ask that cars do not stop at or across the top of the school drive at any time.

Community Safety Officers and police patrol the area at regular intervals to ensure there is no illegal parking or acts which can lead to safety risks for children.

Children can be dropped at the school gate to make their own way down the driveway or can be walked into the playground. A member of school staff supervise the children from 8.45 am until they enter the school building. To safeguard children whilst entering and leaving the school building, we ask that parents only enter the school via the main entrance if there is a need to do so.

### School Transport

The Education Authority has a policy of providing free school transport to all primary children who live more than one mile from their local primary school, by the recognised shortest walking route. Parents who consider that their child is eligible should obtain an application form from the school or council offices. These forms should be completed and returned before the end of February for those children beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year, but may be subject to delay while arrangements are made. Application forms and further information can be obtained from: <http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1810>

Where free transport is provided, it may be necessary to walk a certain distance from home to the pick-up point and from the drop-off point to the school in any one direction. This distance will not exceed the authority's limits. It is a parent's responsibility to ensure their child behaves in a safe and acceptable manner whilst boarding, travelling and alighting the vehicle. Misbehaviour could result in your child losing the right to free transport. Children are normally transported to and from school to allow arrival before 9.00 am and return after 3.15 pm.

### Security

The school building is fitted with a secured entry system. The main door can only be opened from the inside in response to a buzzer. All parents / visitors should enter the building through the main entrance, where they will be directed appropriately. Please note there is strictly **no admittance** to anyone at any time through the pupil entrance doors at the rear of the school.

If you wish to speak to a member of staff you must:

- report to the school office
- sign in the visitors book
- wear a visitors pass at all time
- sign out before you leave

### School Lunches / Packed Lunches

Children are offered a choice of cold snack or hot meal with and either a starter or dessert. A copy of the menu is posted on the council website, with a link from the school website. All food is freshly prepared each day with the menu varying from day to day and week to week. Menus can be viewed at: <http://www.eastrenfrewshire.gov.uk/article/2788/Primary-school-lunch-menu>

Children may also bring a packed lunch to school which is accommodated for in the lunch hall. Eating lunch in Uplawmoor is a social occasion where staff and children can meet in a less formal setting.

Children of parents in receipt of Income Support or Job Seeker's Allowance are entitled to a free midday meal. Further information and application forms for free school meals may be obtained from schools and from the education offices. Children in receipt of free school meals will automatically receive a

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credit each day when they are in attendance at school. This also includes all children in Primary 1-3. Further information is available at:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1808>

A child who has insufficient funds in their account, will still be able to order a school meal. A text message / email will be issued to allow you to update your ParentPay account immediately in order to balance the account.

A special diet is available for children who require it. Please contact the Head Teacher should this need arise.

Children are encouraged to drink water throughout the day and should come to school each day with a filled water bottle. Fresh water is also available from filtered drinking fountains if this is required. Please note that no child will be allowed any form of juice within the classroom. Fizzy juice, cans and glass bottles are not permitted in the school.

Please note we are a nut free zone due to having children in school who have allergies. We therefore ask that no form of snack containing nuts be brought to school. Snacks and milk can be purchased during break times from our tuck shop. Tuck is monitored by Catering Staff to ensure children are making healthy choices.

### School Payments

All schools in East Renfrewshire operate an online payment scheme using the secure service ParentPay which is a more convenient way to pay for school meals, tuck, trips, after school clubs etc. The scheme allows you to make payments 24 hours a day, 7 days a week safe in the knowledge that the technology used is of the highest internet security available. Once you have created your child's login, (please note you can create one account for all of your children) you can make online payments immediately.

ParentPay can be accessed at:

<https://www.parentpay.com/public/client/security/#/login>

This link is also available on the school website. Please note that there is no admin charge on debit card payments and a 2% admin charge for credit card payments.

### Pupil Attendance and Absence

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 in school twice a day, morning and afternoon.

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

- as authorised, i.e. approved by the Authority and this includes sickness, religious observance and bereavement

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

If you have any questions about the categorisation of attendance or absence please contact the school office.

If your child is absent, you should inform the school by telephone between 8.30 and 9.00 am on the first day of absence. It would be useful if you could indicate when you expect your child to return to school. If we have no information about your child by 9.15 am, the school office will contact you to ascertain the reason for their absence. When your child returns to school, they should be given a note explaining the reason for their absence.

The school monitors attendance on a monthly basis and if concerned about any individual will contact parents to discuss this further. In order to reduce the level of absence in schools, the Scottish Government requires that a yearly attendance target is set for each school which we must strive to achieve.

A family holiday during term time disrupts a child's learning and reduces teaching time and should be avoided where possible. Where this cannot be avoided, parents should inform the school, in writing, of the dates that their child will be absent. Holiday absence during term time will usually be categorised as unauthorised and a letter will be sent home informing you of this.

Further information can be found at:

<http://blogs.glowscotland.org.uk/er/curriculumlinks/?s=attendance&searchsubmit>

### Health Issues, Communicable Diseases

If your child becomes ill at school we will contact you by telephone on the number you provide. You should also provide the school with an additional emergency contact number should you be unavailable. Minor accidents are dealt with by our trained First Aiders but in the event of a more serious accident we will try to contact you immediately. In an emergency we will contact the local doctor or take your child directly to the Royal Alexandra Hospital in Paisley. It is **imperative** to ensure the school has up-to-date contact information and information on any particular medical requirements your child may have.

Children who have an infectious disease should not be at 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 pregnant members of staff or a 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

In addition, we ask that you follow Public Health Guidelines in relation to minimising risk with regards to the spread of any sickness and diarrhoea virus. Pupils who have symptoms should **not be** sent into school until **48 hours** after the last bout of either symptom.

All Primary 1 children will have a height and weight check. In Primary 7 the school nurse will carry out a vision check and they will notify you of any concerns regarding your child. Each year children in Primary 1 and Primary 7 have a dental inspection, a letter is issued to you prior to the examination for your consent and you are informed whether or not any further treatment is required. Any health checks will only be made with your permission.

### **Emergency Closures and Adverse Weather**

We make every effort to provide a full education service but, on some occasions, circumstances arise which can lead to disruption. For example, schools may be affected by adverse weather, temporary interruption of transport or power failure. In such cases, we will do all we can to let you know about details of closure or re-opening. We shall keep in touch by text, email or letter and you will find regular updates on the school website, ERC Website at: <http://www.eastrenfrewshire.gov.uk> or on the school or council Twitter feeds.

Announcements may also be made in the press and on local radio. In the very rare event of there being an emergency closure, all attempts will be made to contact you or your emergency contacts. In the event of closure, no child will be sent home alone to wait for a parent and we therefore ask that you have contingency plans with a local emergency contact for your children in the event of school closure during school hours in times of inclement weather.



## **Section 2**

# **Curriculum and Assessment**

### **Vision, Values and Aims**

#### ***Our Vision***

To be an excellent school which promotes ambition, achievement and attainment enabling all children and staff to reach their full potential.

#### ***Our Values***

We think it is important to:

- feel safe and secure at school
- have friends and be a friend to others
- have a clean and exciting environment
- enjoy school and do our best
- celebrate our achievements
- have respect for each other and celebrate our differences
- be proud of our school and take care of it

#### ***Our Aims***

At Uplawmoor Primary School we aim to:

- provide a safe, supportive and challenging environment in which children are motivated to learn.
- promote the physical, social, spiritual, mental and emotional health and well-being of all children and staff.
- promote links between home and school and the wider community.
- achieve high standards of attainment in all aspects of the curriculum focusing especially on literacy and numeracy.
- use teaching and learning strategies to meet the needs of all our children, promoting equality of opportunity.
- promote life long learning so our children are able to make informed choices and decisions that ensure a healthy life style.
- encourage children to be actively involved in the life of the school and in the decision-making process so that they can develop a knowledge and understanding of citizenship.
- plan for improvement by continuous self evaluation, reporting on standards and quality to ensure the highest quality education.

### **Curriculum for Excellence**

At Uplawmoor we embrace A Curriculum for Excellence and focus on children's experiences to ensure that they receive the best possible educational outcomes. A rigorous system of monitoring and evaluation is in place to make sure our programmes of study and resources are appropriate and that effective learning is taking place. Our curriculum is supported by clear planning, active methodology and continuous professional learning of staff. We strive to ensure that the education we provide is deep, challenging and relevant and that there is an element of choice and responsibility for learners. To ensure continuity we aim to make transitions as seamless as possible from Nursery to Primary, between stages and at the Primary / Secondary interface.

A fact file giving an overview of the key terms and features of a Curriculum for Excellence can be found at:

<http://www.scotland.gov.uk/Resource/Doc/920/0121215.pdf>

Ultimately, A Curriculum for Excellence aims to improve our learner's life chances by encouraging our pupils to be successful learners, confident individuals, effective contributors and responsible citizens.

#### **Successful Learners:**

We consider how our pupils:

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

#### **Confident Individuals:**

We consider how our pupils:

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

#### **Responsible Citizens:**

We consider how our pupils:

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

### **Effective Contributors:**

We consider how our pupils:

- Communicate in different ways and in different settings
- Work in partnership and teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

A Curriculum for Excellence provides schools with a unified set of purposes and principles for the whole curriculum, throughout the broad general education. The curriculum is structured around experiences that are planned as part of learning and teaching. This includes the curriculum area and subjects. These are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities as detailed above.

Below we have provided information on the eight individual areas of the curriculum.

### **Languages**

Language is at the heart of all learning. Through language, children receive much of their knowledge and acquire many of their skills. Through their use of language, children will express their emotions, their thoughts, develop their sense of identity and understand themselves as learners.

The Literacy and English framework provides a context within which children will develop critical and creative thinking and competence in listening and talking, reading and writing. Through the framework, they will develop necessary skills to prepare them for lifelong learning and the world of work. Literacy across learning is a vital aspect of Curriculum for Excellence as it ensures that learners have the opportunity to transfer their skills.

Using a variety of relevant resources and teaching strategies we endeavour to develop in each pupil competence, confidence and enjoyment in **listening, talking, reading** and **writing**.

### **Reading**

Reading is a very complex process, involving many skills. Children are first taught phonics or sounds and then how to blend these together to make words. They are also introduced to the most common words. We incorporate all of these areas using a number of resources including the core resource as detailed below:

- Jolly Phonics
- Storyworld for P1-P3
- Literacy World for P4 –P6
- Roller Coaster Novels for P7

Our school library is well stocked and timetabled to allow the children to attend in groups to experience the enjoyment of reading.

### Writing

Pupils are encouraged to express themselves through writing for different purposes and for different audiences. Opportunities are planned allowing them to produce imaginative, creative and informative texts. Whilst developing these skills, they are also supported through a structured programme of spelling, grammar and punctuation to allow them to develop their technical writing skills.

### Listening and Talking

As listening and talking permeates through the whole curriculum, there are excellent opportunities planned for the pupils to focus on developing these skills. These include group discussions, delivering presentations and class assemblies.

### Modern Languages

The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from Primary 1 onwards. Therefore, learners at all stages are taught French by trained members of the teaching staff. In the early years, children develop their knowledge of everyday vocabulary using songs, rhymes and games. This is built upon as they progress through the school. From Primary 5 onwards as well as being introduced to Spanish as a language, pupils study Spain and Spanish culture. Emphasis is placed on using interactive methodology to enhance the development of language skills.

### Numeracy and Mathematics

Mathematics plays an important role in everyday life, allowing us to make sense of the world around us and in managing our lives. The skills are transferable into science, technology, business and into our social lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

A variety of methodologies are used to develop in every pupil sound mathematical knowledge and skills. We provide a carefully structured and balanced maths programme in line with Curriculum for Excellence, covering the three main organisers:

- Number, money and measure
- Shape, position and movement
- Information handling

The emphasis is on practical work and active learning provides an opportunity for children to use their mathematical skills in everyday situations. Problem solving activities are a regular feature of the programme, and give scope for learners to apply the basic facts learned to finding the solution to either real or

imaginary problems. They are challenged to think about what they are doing and to question and explain their thinking or that of others.

A variety of resources are used to support teaching and learning. These include:

- Teejay Mathematics
- Heinemann Mathematics
- Maths in Action

### **Health and Wellbeing**

Health and wellbeing is an integral part of the curriculum and is concerned with educating children to cope with life and make informed decisions. Emotional, Social and Physical Wellbeing; Planning for Choices and Changes; Food and Health; Substance Misuse; Relationships, Sexual Health and Parenthood and Physical Education, Physical Activity and Sport are all under the heading of Health and Wellbeing within Curriculum for Excellence.

We place a strong emphasis on personal and social wellbeing and encourage children to value themselves and others and to treat everyone in their lives fairly and with respect.

There is also a strong emphasis on promoting an active and healthy lifestyle throughout the school. In Primary 1 and 2, pupils participate in daily tooth brushing after lunch. Staff are trained in effective brushing techniques and oral health by our health partners who visit the school regularly to monitor the process.

All pupils participate in 2 hours of physical activity each week. Activities provide opportunities to develop physical skills, encourage confidence and cooperation with others and to foster a positive attitude to health and fitness. PE specialists from Eastwood High School make weekly visits and each class benefits from their expertise. At different times in the year, extra-curricular activities are offered e.g. badminton, football, street dance multi-sports, judo and tennis.

Some classes also benefit from attending a 6-8 week swimming block at Eastwood High School.

All children are given the opportunity to be a member of a pupil focus group. These include e.g. Pupil Council, Eco Committee, Health Committee, Garden Committee, Media Committee, Website Committee and Junior Road Safety Officers. Being a member of a pupil group allows all children to be involved in decision making and play an active role in improving their school.

We make full use of the expertise from specialist services such as the School Nurse and the Community Police Officer who are involved in promoting health and wellbeing across the school.

### **Expressive Arts**

The inspiration and power of the arts play a vital role in enabling our learners to enhance their creative talent and develop their artistic skills.

Learning in the expressive arts offers rich and exciting opportunities for interdisciplinary work across **art and design, dance, drama** and **music** and with other areas of the curriculum. Examples include opportunities for collaboration with technologies afforded by the study of design in a variety of contexts. As participation in dance activities contributes to children's physical activity, experiences and outcomes in dance can be readily linked with those for physical education. Moving image media provides opportunities to explore dance, drama, music, art and design within another narrative medium and to combine these traditional expressive arts in film-making work.

Learners develop, enhance and apply skills gained in expressive arts in a very broad range of activities including role play participation in whole school events, community events and outdoor learning. Such activities also promote the development of skills in areas such as talking and working with others, and contribute greatly to our pupil's mental, emotional, social and physical wellbeing.

### **Art and Design**

Pupils are encouraged to express themselves visually and to appreciate and enjoy their own work and that of other artists. Their imagination is stimulated through various media e.g. music, poetry, the work of famous artists etc. We use a range of materials and techniques to allow the children to develop through a variety of approaches and materials. These skills are often practised in other curricular areas.

### **Drama**

From their early years, children use imaginative play to explore, order and make sense of themselves and the world around them. Drama extends and builds upon this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, our pupils have the opportunity to role-play, improvise, use movement and mime and use sound to express their own the others' ideas. The opportunity to develop these skills often arises through other curricular areas and is often linked to topic and language work.

### **Music**

All pupils have the opportunity to realise their full potential, whatever their musical talents or abilities. Activities include; listening and responding to music, making and inventing their own music and singing modern and traditional songs. A specialist music teacher visits the school fortnightly to teach musical skills. The children join regularly to participate in singing together a range of songs and hymns in preparation for school assemblies and events such as Easter and Christmas.

From Primary 6 upwards, children have the opportunity to learn to play a musical instrument by a visiting specialist. Tuition is currently given in brass and woodwind instruments. Pupils who play instruments are given

opportunities to perform at assemblies, school concerts and end of term services.

### **Dance**

Children are taught a variety of skills through interdisciplinary topics by their class teacher and by our PE specialist.

### **Sciences**

Pupils undertake a programme of interdisciplinary science topics to allow them to develop skills which are transferable to other curricular areas such as literacy, numeracy and health and wellbeing.

Topics are split into four categories:

- Planet Earth – pupils learn about plants, animals, day and night, space and begin to build a picture of the delicate balance of life around us
- Forces, Electricity and Waves – pupils explore magnets, gravity, circuits, light and sound to build their understanding of everyday occurrences
- Biological Systems – pupils develop their understanding of the human body and some of the external influences which affect how it functions
- Materials – pupils investigate changes in materials, kitchen chemistry and begin to learn about their role in conserving some of the Earth's precious, finite materials

Building fundamental scientific skills lies at the heart of the science programme; pupils will learn to question, theorise, predict, test, review and conclude. The topics studied at Second Level have been developed in close consultation with our cluster primaries and colleagues from Eastwood High School.

### **Social Studies**

Learners develop their understanding of the world by learning about other people and their values in different times, places and circumstances. They are encouraged to learn about their environment and develop an understanding of how it was formed. Children will engage in activities which explore how historical, social, geographic, economic and political changes have influenced Scotland whilst also exploring these in a British, European and worldwide context.. Experiences and outcomes are structured under three main categories:

- People, past events and societies
- People, place and environment
- People in society, economy and business



### Religious and Moral Education

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

The curriculum provides opportunities for pupils to develop an awareness of the multicultural nature of society and an appreciation of the richness and diversity of their cultural heritage. The structured programme is taught by both class teachers and invited guests and includes Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others. Learners may make visits to local churches and other sacred buildings. The promotion of anti-racist attitudes is undertaken, wherever appropriate, across the curriculum and procedures are in place to address racist incidents, should they occur.

### Religious Observance

It is the view of Scottish Ministers that religious observance complements religious education and is an important part of a pupil's development. It also has a role in bringing children together and creating a community spirit.

Religious observance takes place in school and is varied to suit the diversity of cultures and beliefs in Scotland today. It is sensitive to our traditions and origins but is equally sensitive to individual and spiritual needs and beliefs.

Parents have a statutory right to withdraw their child from Religious Observance if they so wish and all in school will respect parental choice.

Children will be given appropriate and worthwhile alternative tasks and in no circumstances will be disadvantaged as a result of withdrawing from religious observance.

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

### Technologies

The technologies curriculum 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. Information Communication Technology (ICT) is an integral part of this curriculum area.

Computers are an important aid to learning and teaching are used extensively at all stages. We have a well-resourced computer suite and portable lap top station which are used to teach our progressive skills programme. All classrooms have interactive whiteboards installed which are fully utilised to enhance learning. Learners also have access to classroom computers and a wide range of software is used to introduce and consolidate skills across the curriculum.

By the end of their primary years, learners will have acquired a wide range of skills and capabilities from their experiences of using word processing, databases, spreadsheets, graphic applications and digital recording media.

Safe use of ICT is essential. Pupils are asked to sign a responsible user agreement at the beginning of the school year to show that they will act in a responsible way when using ICT.

Further information on 'Safe use of ICT' is available at: <http://blogs.glowscotland.org.uk/er/curriculumlinks/?s=attendance&searchsubmit>

### **Play and Outdoor Learning**

*"Children's play is crucial to Scotland's wellbeing; socially, economically and environmentally."*

#### **Play Strategy for Scotland (Scottish Government), 2013**

Curriculum for excellence promotes play through child-led learning approaches both in the classroom and in the outdoors. Playful approaches and child-led activities motivate and engage children, helping them to gain a better understanding of key concepts across the curriculum. Children are encouraged to take ownership of their learning and learning environment and are actively involved in making decisions about its development.

At Uplawmoor Primary, our children have access to a safe outdoor space in our extensive and well developed school grounds which we fully utilise to provide a variety of rich outdoor learning experiences. Children also have regular opportunities to learn outdoors in the nearby forests and we use the surrounding village as an extension of their learning environment. Outdoor learning in Uplawmoor Primary nurtures creativity and problem solving skills in a challenging and stimulating context, enhancing learning across the curriculum. We have recently purchased a number of outdoor learning resources which we will be introducing the children to in the coming weeks which will further enhance their learning experiences.

### **Educational Field Trips and Visits**

Field Trips and Educational Visits provide pupils with an opportunity to develop their learning outside the classroom. Each year we organise school outings to enhance learning in a variety of curricular areas. All parents are asked to complete a local area consent form at the start of each year to cover trips / outings around the local area. For trips further afield or trips involving sporting activities, consent forms will be issued prior to the trip.

Primary 7 pupils along with their peers from our cluster primaries, participate in a week long residential trip to an East Renfrewshire approved outdoor centre.

Further curriculum guidance can be found at:

<http://www.educationscotland.gov.uk/thecurriculum/index.asp>

### **Assessment and Reporting**

Assessment is an integral part of teaching and learning and collecting evidence of learning is on-going. Evidence of learning is planned under the headings of *Say, Make, Write* and *Do*. Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written and audio-visual) created by learners which may include self-assessment and / or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children, or other staff) about what learners have achieved
- accounts provided by external partners e.g. Duke of Edinburgh Award

### **Formative Assessment Approaches**

A range of assessment approaches are used to allow learners to demonstrate what they know, understand and can do. To support this, pupils are given opportunities to use a range of '*Assessment is or Learning*' strategies. Using these strategies and techniques has been proven to improve and raise attainment. The following examples known as *Formative Assessment Approaches* involve children in the assessment process and encourage them to take responsibility for their learning.

### **Learning Intentions and Success Criteria**

What pupils will be learning is shared with them during lessons (learning intention) and they will be provided with or encouraged to identify what they need to do in order to succeed in their learning (success criteria).

### **Self / Peer Assessment**

Once pupils have completed a piece of work, they are asked to either self or peer assesses their work against the success criteria. This allows them to consider the aspects of their work that they have achieved and which aspects they have to re-visit or improve upon.

### **Traffic Lights**

As part of the self / peer assessment process, learners are asked to '*traffic light*' their work or the work of others. This involves them drawing a green, amber or red dot on a piece of completed work. A green dot indicates that they are confident and secure with what they have learned; an amber dot indicates they have some understanding but may require more reinforcement and a red dot means they are not confident in what they are doing or are completely unsure. This is a very visual and effective way of informing how the learner has coped with a piece of work.

Pupils are also given '*traffic light cups*' on their tables to be used as they are working. As they work, they indicate how they are feeling about the task by showing one of the traffic light colours as above. This allows the teacher to give help and support as and when it is required as the learners are working.

### **Plenary**

At the end of learning, teachers will engage the pupils in a plenary session. This allows them an opportunity to reflect on their learning and revisit learning intentions and success criteria allowing them to consider their next steps in learning.

### **Summative Assessment Approaches**

At times, teachers use summative assessment approaches, this includes:

- Class tests to help the teacher assess pupil progress and identify if further support is required
-

- East Renfrewshire Council's Baseline Assessment in language and maths at the beginning of Primary 1. The results are analysed and next steps are identified
- Primary 2 Screening to identify children who may have barriers to their learning. Further diagnostic testing takes place when appropriate to identify specific areas of need
- East Renfrewshire Council's Standardised Tests in reading and maths at Primary 3, 5 and 7. This takes place in February each year. The results are standardised, with 100 being the East Renfrewshire average. This information assists staff in identifying areas where further support is required
- Scottish National Assessments have been introduced by the Scottish Government which will provide further evidence of children's progress. Further information on these assessments can be found at <https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

### Tracking Progress

Each term, teachers meet with the Head Teacher to track pupil attainment and progress and discuss strengths and next steps in learning. All of the information gathered from assessment activities helps the teacher to plan learning activities appropriate to the age, stage and development of each pupil.

The Education Department has developed a database for schools to record pupil progress within the levels of Curriculum for Excellence. Teachers are asked to record their judgements of the levels at which each pupil is working at in reading, writing, talking and listening and numeracy and mathematics.

These judgements are based on a wide range of evidence and are moderated at school and cluster level to ensure consistency of judgement.

The database has the facility to track progress in three periods over the sessions, that is, October, February and early June. When the information is entered, the progress of individuals or particular groups of learners are evaluated and analysed.

Reporting on progress is on-going using a variety of methods including; homework diaries, homework, jotters home, child's wellbeing plans (where they are in place), curriculum workshops, open mornings / afternoons, learning assemblies, newsletters and the school website.

There are two opportunities during the year, November and March, when formal Parents' Evenings are held, however, parents can request a meeting with their child's class teacher at any time if they would like to discuss any aspects of their child's progress. A written summative report is also sent

home in June that summarises pupil progress across the year. This report reflects the on-going reporting process.

### **Extra-Curricular Activities**

There are a variety of extra-curricular activities which take place during lunch times and after school. These are organised by members of staff, parents and our Active Schools' Coordinator. Clubs last year included football, netball, street dance, Bollywood dance, running, multi-sports and book club.

Should any parent wish to devote their time to help run an activity or indeed start up a new activity, please contact the Head Teacher.

## **Section 3**

# **Parental Involvement, Pupil Welfare and Support**

### **Parental Involvement**

Parents and carers are the most important influence throughout a child's education and parental involvement makes a real difference to children's achievements. Therefore, in Uplawmoor Primary, we view parental involvement as invaluable and offer many opportunities and activities that parents may be interested in.

An annual 'Meet the Teacher' event takes place in September, allowing parents to visit their child's classroom and view their working environment. It provides an opportunity for parents to meet their child's teacher and other teachers in the school and to view some of the resources the children will be using as well as finding out about current priorities for the school.

Twice a year, we organise an Open Morning / Afternoon for parents to attend. This is an opportunity for parents to learn alongside their child and experience learning within the classroom.

It is important to keep parents up to date with new teaching approaches and to provide them with an insight into how their child is learning at school. We do this through hosting Curriculum Events focusing on areas such as; Literacy and English, Numeracy and Maths, Health and Well-being. Teachers set up workshops for parents to participate in learning activities and opportunities to engage in meaningful discussions about strategies teachers employ across the curriculum.

Parents are regularly invited to events such as assemblies and concerts. Regular Newsletters are issued giving details of dates and times.

We are proud of the level of parental involvement throughout the school and are constantly looking for more ways in which parents can become involved in school life. We strive to foster a positive and open ethos which encourages parents to share their views. We seek to take account of parental views through audits and questionnaires. All views are most welcome and help us to prioritise improvements for our School Improvement Plan.

We organise short life Parent Forums as part of our School Improvement Programme. Our most recent reviewed Homework and updated our Homework Policy, taking account of the views of the children, staff and parents.

### **Supporting Learning at Home**

Homework is an important way of helping children to continue their focus on learning outside school. It gives you an opportunity to help your child in their learning and to see their progress. Homework is set by class teachers and should allow children to practise their core numeracy and literacy skills. The tasks will be linked to work covered in class and should be able to be completed by the children independently. Receiving approval and encouragement at home, helps pupils become more confident in the skills they are learning. In Primary 1-3 children are issued with a weekly Homework Sheet detailing what has to be completed. In Primary 4-7 children are responsible for noting the work to be done each day in their Homework



Diary. Parents are asked to sign when the work has been completed and make any comments.

Link to Uplawmoor Homework:

<http://blogs.glowscotland.org.uk/er/Uplawmoor/information/homework/>

### Parent Council

Parent Councils help parents and carers to become more actively and effectively involved in their children's learning. They were established under the Scottish Schools (Parental Involvement) Act (2006) in recognition of the important role that parents can play both in their children's learning and in the life of the school.

The Parent Forum is the collective name for every parent, carer or guardian at the school. The Act gives each school's Parent Forum the right to set up a Parent Council. Under the 2006 legislation, the role of the Parent Council is to support the school in its work with pupils, represent the views of the parents and carers, encourage links between the school, parents and carers, pupil and the wider community.

The intention behind the legislation is to support parental involvement in the 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

Our Parent Council play an active part in school life, supporting children and representing the views of parents. They meet regularly to discuss school policy, performance and improvements.

The Parent Council consists of seven parent members, two co-opted members a member of the teaching staff. 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.

The Parent Council members are:

Primary 1 – Mrs Skelton / Ms McKenzie  
Primary 2 – Mr Smith  
Primary 3 – Mrs Gorman  
Primary 4 – Mrs Creanor  
Primary 5 – Mrs Street  
Primary 6 – Ms Green  
Primary 7 – Mr Carslaw (Chair)

There are four meetings held during the session, in addition to the AGM in May where new members are usually elected. As members of the Parent Forum, parents are welcome to attend meetings as observers. Parent Council information including minutes of meetings is available on the school website.

### Parent Fundraising Group

The Parent Fundraising Group meet regularly to plan and organise many social and fund-raising events during the school year including school fayres and family events. The association exists for the benefit of the school, the children and the parents. Our pupils benefit greatly from fundraising by the group e.g. through funding educational visits and buying equipment to enhance learning.

### East Renfrewshire Parents' Website

East Renfrewshire has a range of useful information for parents of children at East Renfrewshire schools on their website:

<http://blogs.glowscotland.org.uk/er/parentalinvolvement/>

### Communication

The school uses a wide range of communication methods to share information. As well as the school website and Twitter, newsletters are issued regularly. As an Eco-friendly school, we encourage parents to sign up to our e-mail service to receive newsletters electronically.

Text messaging is used for reminders and in emergencies such as school closure. It is very rare for the school to close, however, if a decision is made for this to happen, the school will use text messaging, e-mail, school website, Twitter and East Renfrewshire Council's website updates to inform parents of arrangements.

The Head Teacher endeavours to be on the driveway each morning to welcome the children into school as part of the informal entry system. Parents are welcome to speak to her informally at this time. In addition, we operate a Friday Drop In from 9.30 am – 10.30 am where parents can raise any minor issues relating to their child's learning or the school in general. For more serious matters, parents can make a more formal appointment by contacting the school office.

In the foyer there are copies of our recent Standards and Quality Report, updated School Improvement Plans, parents leaflets etc. Please feel free to browse.

### Transitions

#### Nursery

We have a very structured transition programme in place. This includes a programme for nursery children moving into Primary 1, incorporating a series of visits to the school and an information session for parents. These visits help to prepare both children and parents for the first few months at school.

### Stage to Stage

When pupils move from stage to stage in the school, where possible, the current teacher meets with the new teacher. This provides an opportunity for them to pass on all relevant information relating to the children social, emotional and academic development. We also arrange, where possible, to have children meet their new teacher before beginning the new session.

### Secondary

We have strong links with our associated secondary school Eastwood High.

- Children are visited by a member the Senior Management Team who will have the pastoral care of the children in Eastwood
- Children visit Eastwood over a two day period in June. During this time they follow a secondary timetable
- Parents of Primary 7 pupils are invited to the secondary school in November
- Staff from Eastwood meet with the Primary 7 teacher to discuss progress
- Staff from the Eastwood Cluster schools meet regularly to discuss curriculum developments of 3-18 programme
- Head Teachers in Eastwood Cluster meet regularly to discuss matters affecting Nursery, Primary and Secondary Schools

Children normally transfer to secondary school between the ages of 11.5 and 12.5, so that they have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements in the December of the children' Primary 7 year.

Contact details:  
Eastwood High School  
Capelrig Road  
Newton Mearns  
East Renfrewshire G77 6NQ  
0141 577 2200

Children living within the catchment of Eastwood High School will transfer there. Children living out with the catchment area of Eastwood High School will be expected to attend their local secondary school. A placing request must be made if you wish your child to attend any other school other than your local catchment secondary school. For more information about placing requests for East Renfrewshire schools you should contact the Education Department on 0141 577 3287.

### Child Protection

At Uplawmoor Primary 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 children, which promotes inclusion and achievement. All staff in Education has a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

## **Uplawmoor Primary School Handbook 2019-20**

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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. Some 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 children when they need them.

The Child Protection Co-ordinator for the school is Mrs Fiona McKay. 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 Mrs McKay.

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

Further information can be obtained from:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1923>

### **Support for Children**

From time to time, children can have difficulties, sometimes with learning, sometimes with behaviour. Some difficulties are temporary and others are more long term. In Uplawmoor Primary we are keen to work with parents in helping children to overcome these difficulties when they occur. The authority operates a Staged Intervention Process to track children who have additional support needs.

### **Staged Intervention Process (STINT)**

Additional Support for Learning Act (2009) defines Additional Support Needs (ASN) as being needs arising due to family circumstances, disability, health needs or social / emotional difficulties.

In the short term, teachers deal with any problems that arise and initial discussions would take place with Head Teacher. This is Universal Support. Parents would be informed at an early stage either at Parents Evening or by a phone call. If the difficulties persist, the class teacher would alert the Head

Teacher, who along with the Support for Learning Co-ordinator would assess the situation and decide whether a different approach would be helpful. The nature of the child's difficulty would be considered and strategies for support would be put in place and detailed on a Child's Wellbeing Plan. This is stage one. Again, parents would be kept fully informed. Regular meetings to review the child's progress would be held following the implementation of these strategies and decisions would be made according to how well the pupil was progressing. The Head Teacher and Support for Learning Coordinator offer support and advice to both staff and parents on appropriate supports and strategies to ensure pupil's needs are being met. If it is felt a pupil requires more in-depth assessments or support, a referral is made to the Joint Support Team. This is Stage Two. If it is felt the child's needs are more complex, then a multi-agency approach is initiated and co-ordinated by the lead professional. This ensure support comes from the most suitable agency at the right time. This is stage three.

### **GIRFEC**

Getting it Right for Every Child (GIRFEC) is the national approach aimed at improving outcomes for all children and young people in Scotland. GIRFEC is underpinned by the recognised need for shared principles and values and a common language among practitioners who provide services for children and families. It recognises the rights of the children and young people, focuses on developing and supporting wellbeing and builds on the good practice which is evident in services across Scotland.

### **Joint Support Team**

All schools in East Renfrewshire have a Joint Support Team (JST) which is a multi-disciplinary group who meet to ensure that pupil support is planned and delivered effectively through a multi-agency approach. The team of professionals generally includes the Head Teacher, Educational Psychologist, Social Worker, Public Health Nurse and the Support for Learning Coordinator. The team meets at least once per term to discuss progress of children who are already known to the team or to introduce children who have been referred. Before a pupil is referred, parental permission is sought to allow the child's need to be discussed and if permission is granted, then the team gives consideration for the grounds for the referral. This allows the school to offer a variety of support to ensure the needs of the child and or their family are being met. The outcomes and recommendations are discussed with parents during every step of the process.

### **Useful Contacts**

For more advice and information on Additional Support for Children from the Education Department follow the links below:

<http://blogs.glowscotland.org.uk/er/curriculumlinks/inclusion/>

East Renfrewshire Council Psychological Services:

<http://blogs.glowscotland.org.uk/er/PsychologicalService/>

### Mediation

RESOLVE: ASL has been set up by Children in Scotland to assist Scottish education authorities to meet the mediation requirements in the Education (Additional Support for Learning)(Scotland) Acts 2004 & 2009. East Renfrewshire Council's Education Department works in partnership with RESOLVE: ASL for the provision of independent mediation services. In the first instance of any disagreement, all attempts should be made at the school and then local authority level to resolve any issues. However, if the situation is unresolved, then independent mediation should be considered. The service involves:

- A child centred approach to resolving disputes and disagreements over Additional Support for Learning (ASL).
- An emphasis on building trust and understanding to promote effective parent / professional partnership.

A RESOLVE: ASL mediator is a trained independent and neutral third person who will:

- Work with services and families to resolve disputes.
- Assist in communication and encourage mutual understanding.
- Assist the parties to arrive at the outcomes / agreements themselves.
- Establish a basis for effective parent / professional partnerships.

A RESOLVE: (ASL) mediator does not make decisions or recommend solutions. The service is free for parents / carers and child and young people.

Further information can be obtained from:

<http://blogs.glowscotland.org.uk/er/parentalinvolvement/additional-support-for-learning-information-and-support-for-parents/mediation/>

### Concerns and Complaints

There are procedures in place for any complaint about the school or concerns about children. The quickest and easiest way to express your concern is to contact the school directly and speak to the Head Teacher. Your complaint / concern will be listened to, recorded and dealt with promptly. We are always keen to resolve any issues which give cause for concern.

East Renfrewshire has a complaints procedure. Further information can be accessed at:

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

## **Section 4**

### **Additional Information**

## Uplawmoor Primary School Handbook 2019-20

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### **Staff List**

<b>Head Teacher</b>	Mrs Fiona McKay
<b>Teaching Staff</b>	Mrs Gillian Orr Miss Nicola Miller Mrs Ainsley Martin Mrs Jenny Meighan Mrs Azia Rasul Mrs Lynsey Tait
<b>Support for Learning</b>	Ms Lynsey Tait
<b>Pupil Support Staff</b>	Mrs Lesley Crawford Mrs Rosaleen Waters
<b>Business Support Assistant</b>	Mrs Lynn Ferguson
<b>Specialists / Instructors</b>	Mrs Siobhan Drummond (Educational Psychologist) Mrs Rachel Considine (Woodwind) Mrs Jennifer Duggie (Primary Music Specialist) Mr Ross Williams, Mr Gordon Reid, Mr Adam Gibson (PE, Eastwood High School) Mr Gordon Phillips (Active Schools Coordinator)
<b><i>School Chaplain</i></b>	Ms Alison McBrier
<b><i>Dining Hall Staff</i></b>	Ms Sharon McKinnon Ms Jacqui Stephen
<b><i>Janitorial Staff</i></b>	Ms Karen Gorrie Ms Linda Sweeney



# Uplawmoor Primary School Handbook 2019-20

## EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

### SCHOOL HOLIDAY ARRANGEMENTS 2018 – 2019

TERM	DATES OF ATTENDANCE	
First	<p><b>Teachers return</b>  <i>In-Service</i>  <i>In-Service</i>  <b>Children return</b></p> <p><b>Close</b>  <i>September Weekend</i>  <i>September Weekend</i>  <b>Re-open</b></p> <p><b>Close</b>  <i>In-Service</i>  <b>Re-open</b></p> <p><b>Close</b></p>	<p><b>Monday 13 August 2018</b>  <i>Monday 13 August 2018</i>  <i>Tuesday 14 August 2018</i>  <b>Wednesday 15 August 2018</b></p> <p><b>Thursday 20 September 2018</b>  <i>Friday 21 September 2018</i>  <i>Monday 24 September 2018</i>  <b>Tuesday 25 September 2018</b></p> <p><b>Thursday 11 October 2018</b>  <i>Friday 12 October 2018</i>  <b>Monday 22 October 2018</b></p> <p><b>Friday 21 December 2018</b></p>
Second	<p><b>Re-open</b></p> <p><b>Close</b>  <i>In-Service</i>  <i>Mid Term</i>  <i>Mid Term</i>  <b>Re-open</b></p> <p><b>Close</b></p>	<p><b>Monday 7 January 2019</b></p> <p><b>Thursday 7 February 2019</b>  <i>Friday 8 February 2019</i>  <i>Monday 11 February 2019</i>  <i>Tuesday 12 February 2019</i>  <b>Wednesday 13 February 2019</b></p> <p><b>Friday 29 March 2019</b></p>
Third	<p><b>Re-open</b></p> <p><b>Close</b>  <b>Re-open</b></p> <p><b>Close</b>  <i>May Day Holiday</i>  <i>In-Service</i>  <b>Re-open</b></p> <p><b>Close</b>  <i>May Weekend</i>  <i>May Weekend</i>  <b>Re-open</b></p> <p><b>Close</b></p>	<p><b>Monday 15 April 2019</b></p> <p><b>Thursday 18 April 2019</b>  <b>Tuesday 23 April 2019</b></p> <p><b>Friday 3 May 2019</b>  <i>Monday 6 May 2019</i>  <i>Tuesday 7 May 2019</i>  <b>Wednesday 8 May 2019</b></p> <p><b>Thursday 23 May 2019</b>  <i>Friday 24 May 2019</i>  <i>Monday 27 May 2019</i>  <b>Tuesday 28 May 2019</b></p> <p><b>Thursday 27 June 2019</b></p>

# Uplawmoor Primary School Handbook 2019-20

## EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

### SCHOOL HOLIDAY ARRANGEMENTS 2019 – 2020

TERM	DATES OF ATTENDANCE	
First	<b>Teachers return</b> <i>In-Service</i> <i>In-Service</i> <b>Pupils return</b>  <b>Close</b> <i>September Weekend</i> <i>September Weekend</i> <b>Re-open</b>  <b>Close</b> <i>In-Service</i> <b>Re-open</b>  <b>Close</b>	<b>Thursday 15 August 2019</b> <i>Thursday 15 August 2019</i> <i>Friday 16 August 2019</i> <b>Monday 19 August 2019</b>  <b>Thursday 26 September 2019</b> <i>Friday 27 September 2019</i> <i>Monday 30 September 2019</i> <b>Tuesday 1 October 2019</b>  <b>Friday 11 October 2019</b> <i>Monday 21 October 2019</i> <b>Tuesday 22 October 2019</b>  <b>Friday 20 December 2019</b>
Second	<b>Re-open</b>  <b>Close</b> <i>In-Service</i> <i>Mid Term</i> <i>Mid Term</i> <b>Re-open</b>  <b>Close</b>	<b>Monday 6 January 2020</b>  <b>Thursday 6 February 2020</b> <i>Friday 7 February 2020</i> <i>Monday 10 February 2020</i> <i>Tuesday 11 February 2020</i> <b>Wednesday 12 February 2020</b>  <b>Friday 3 April 2020</b>
Third	<b>Re-open</b>  <b>Close</b> <i>May Day Holiday</i> <i>In-Service</i> <b>Re-open</b>  <b>Close</b> <i>May Weekend</i> <i>May Weekend</i> <b>Re-open</b>  <b>Close</b>	<b>Monday 20 April 2020</b>  <b>Friday 1 May 2020</b> <i>Monday 4 May 2020</i> <i>Tuesday 5 May 2020</i> <b>Wednesday 6 May 2020</b>  <b>Thursday 21 May 2020</b> <i>Friday 22 May 2020</i> <i>Monday 25 May 2020</i> <b>Tuesday 26 May 2020</b>  <b>Friday 26 June 2020</b>

Good Friday 10 April 2020  
Easter Monday 13 April 2020

### Improvement Planning

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, children, staff and other agencies, and taking into consideration national and local targets, priorities are set and a plan is devised.

This year's plan focuses on:

- Developing resilience and confidence in learning to improve decision making and leading own learning
- Engaging with families to improve learning and achievement
- Enhancing learning experiences in Numeracy and Mathematics leading to raised attainment and achievement
- Increasing the use of digital technologies to enhance learning and to develop employability skills in learners

A full copy of the School Improvement Plan can be accessed via the school website.

The Local Improvement Plan can be accessed at:

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=1640&p=0>

### Standards and Quality Report

Every June the school produces a Standards and Quality Report that evaluates the School Improvement Plan and reports on progress made against the targets. A summary leaflet is produced and issued to all parents and a full copy of the Standards and Quality Report can be accessed via the school website.

### Data Protection

Information on parents or 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 (2018) and EU General Data Protection Regulation (GDPR) and may only be disclosed in accordance with Codes of Practice.

### 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 (Carlbar 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:

## Uplawmoor Primary School Handbook 2019-20

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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.

### **Positive Behaviour Management**

In Uplawmoor Primary we promote a supportive, caring ethos in which behaviour is managed both positively and consistently. This provides a secure framework for children where they will develop skills and strategies to help them take responsibility for their own behaviour. The relationship between teacher and pupil requires mutual trust, respect and consideration.

We have a positive approach to discipline by encouraging and rewarding good behaviour. As part of our nurturing school ethos; we promote a restorative and solution orientated approach. This involves the children identifying what went wrong and how to move forward from the incident. In particular, they take into consideration how the other person is feeling.

There is a whole school system of rewards and sanctions. Children receive House Points which contribute to winning the House Cup at the end of session. In addition, the pupils devise their own reward system and decide on an activity which pupils work towards achieving at the end of each term.

If there are any concerns about a pupil's behaviour we will discuss the matter with you so that together we can decide what steps to take to work out a solution. Children who persistently misbehave may lose some privileges until their behaviour improves. If appropriate a child may receive a daily behaviour chart to be signed by parent and teacher.

### **Anti-Bullying and Anti-Racism**

In Uplawmoor we operate a no tolerance approach to bullying behaviour. All incidents are investigated, recorded, discussed and hopefully resolved, with the children involved supported. We try wherever possible to work in

partnership with parents / carers to resolve incidents. We take a proactive approach to anti-bullying and anti-racism through having whole school assemblies, workshops and using a wide range of resources, allowing our children to develop strategies to deal with challenging situations. The school follows an agreed Anti-Bullying and Anti-Racism policy.

<https://blogs.glowscotland.org.uk/er/Uplawmoor/information/modern-languages/>

### **Equal Opportunities and Social Justice**

In Uplawmoor Primary we recognise the importance of equal opportunities and are committed to inclusive education. We recognise the importance of promoting equality and fairness to everyone. We believe that no one should be treated unfairly because of gender, race, colour, ethnic and national origin, religion, disability, marital status, age, illness or because of the poverty of their background.

The Education Department has a specific duty to gather information on the effect of policies and practices on the education opportunities available to disabled children and on their achievements. It also has this duty in relation to race and gender. It is for this reason that children 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, the Education Department seeks 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.





# Uplawmoor Primary School Handbook 2019-20

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## **Uplawmoor Primary School**

Tannoch Road  
Uplawmoor  
East Renfrewshire  
G78 4AD

Telephone: **0141 570 7460**

Head Teacher: **Mrs Fiona McKay**

Email: **[schoolmail@uplawmoor.e-renfrew.sch.uk](mailto:schoolmail@uplawmoor.e-renfrew.sch.uk)**

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

