

**Education and Families**

**TOWNHEAD PRIMARY SCHOOL & NURSERY CLASS**

Dochart Drive

Townhead

Coatbridge, ML5 2PG.

Tel: 01236-794872

E-Mail: enquiries-at-townhead@northlan.org.uk

Website: [www.townhead.n-lanark.sch.uk](http://www.townhead.n-lanark.sch.uk)







**Mrs F. Ferguson**

Head Teacher

**Education and Families**

Townhead Primary School & Nursery Class

Dochart Drive

Coatbridge, ML5 2PG

Dear Parents/Carers,

**Welcome to our School**

The purpose of this Handbook is to provide you with information regarding Townhead Primary School; our aims and objectives; our administration and organisation.

In Townhead Primary School we aim to engage all pupils in collaboration and cooperative learning where we interact and explore the world through new technologies and teaching styles. Some of the activities in our school will be different to your own experiences however, others remain very much the same.

We value each child as an individual and hope that experiences gained at school will give your child a positive self-image, confident in their valued contribution to the school and the wider community where we work to develop experiences to last a lifetime.

Parents/Carers are always welcome contact me to discuss any concerns you may have. I believe parents/carers play a vitally important role in their child’s learning and I look forward to welcoming you and working in partnership with you.

We are fortunate to live in a community where education and learning are valued. We aim to promote excellent Home ~ School partnerships to the benefit of our pupils. Parents/Carers and adult helpers perform a valuable role in our school. Real success lies in parents/carers and teachers working together, developing mutual trust and respect in supporting young people.

I hope this Handbook will provide pupils and parents/carers with useful information about our school however, if you have anything you would like to discuss please contact me on 01236 794872.

**Covid-19 Pandemic**

North Lanarkshire Council will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council’s website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Kindest regards,

**Mrs. Fiona Ferguson**

**Head Teacher**

**\*The term ‘parent’ is used throughout to refer to parents, carers, guardian and/or the person(s) who have responsibility for care of the child.**



**NORTH LANARKSHIRE COUNCIL**

**Education and Families**

**NLC Service Motto and Pledge:**





**Townhead Primary School 2022/2023**

In Townhead Primary School we have a shared vision which is underpinned by the values detailed below. The whole school community is fully committed to self-evaluation and ongoing continuous improvement as we strive towards becoming a Centre of Excellence.

Together with high expectations and an inclusive culture all learners are motivated and inspired to lead a healthy lifestyle and develop knowledge, skills, interests and attitudes that enable our children to strive towards their ambitions in the future.

As a school, we will work hard to ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.

**‘OUR SHARED VALUES’**

We worked together to create a core set of values and our shared vision;

We value Respect

We value Caring for Others

We value Friendship

We value Equality & Equity

We value Resilience

We value Enthusiasm

We value Teamwork

We value Health & Wellbeing

We value Inclusion

**In Townhead Primary School 2022/2023**

We aim to:

**Do Our Best Every Day**

* Provide a first class education
* Strive for continuous improvement
* Develop lively enquiring minds and a love for lifelong learning at every level

**Be A Positive Influence Every Day**

* Be a living example of the values of our community
* Ensure empathy and compassion are at the heart of all we do
* Work for justice, equality for all

**Work in Partnership**

* Build and strengthen our community
* Work as a team – challenge and support each other
* Learn together – share ideas, skills and expertise

**ASPIRE**

* Create and grasp opportunity to realise our potential
* Generate a positive, enterprising mind-set
* Aspire towards our goals and targets
* Assume leadership opportunities at all levels through continuous CLPD

**Equal Opportunties And Social Inclusion**

The school is non-denominational. We respect and welcome children and parents/carers of all religions, faiths and beliefs. We endorse fully North Lanarkshire’s Equality and Fairness Policy and are committed to eliminating all forms of discrimination, including race, disability, gender and religion.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

No child is discriminated on the grounds of belief, race, culture, gender or ability. All children are equally valued and provided with an education, which allows them to develop their full potential. Incidents of racial harassment will be treated seriously and dealt with appropriately.

Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at:

<http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

**Information About Townhead Primary School**

The school roll: 115

Planning Capacity: 278

Parents/Carers should note that the planning capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Our school covers all primary stages from Primary 1 to Primary 7, is non-denominational and co-educational accepting pupils of both sexes.

At present our class structure is as follows:

Primary 1/2 - 24

Primary 3/2 - 25

Primary 4/3 - 22

Primary 5/6 -21

Primary 6/7 - 23

**Composite Classes**

Pupils may be placed in a two-stage composite class based on numbers at each stage or working groups in English language and in Mathematics to ensure continuity and progression, appropriate to ability and aptitude of the children.

**Community Facilities**

Those wishing to let the premises should contact:

Culture NL Ltd

Community Facilities Section

Coatbridge Community Centre

9 Old Monkland Road

Coatbridge

ML5 5EA

Telephone Number: 01236 632778 Fax Number: 01698 302110

**Associated Secondary**

School Name: Coatbridge High School

Address: 17 Park Street

Coatbridge

ML5 3NP

Telephone Number: 01236 794848

Fax Number: 01236 710493

E-Mail: enquiries-at-coatbridge@northlan.org.uk

**Teaching Staff**

Mrs F Ferguson Head Teacher

Miss N Edwards Principal Teacher

Mrs J Cowan 0.5 Acting Equity PT/Nurture Teacher

Mrs K Hamilton Class Teacher P1/2

Miss E Devine Class Teacher P3/2

Miss N McKendry Class Teacher P4/3

Miss R Anderson & Mrs Kirsty Paynter Class Teacher P5/6

Miss L Fleming Class Teacher P6/7

We are fortunate to have the services of a number of additional support personnel in school to ensure the smooth, effective delivery of a high quality service for all our children.

**Support Staff**

Mrs A Toal Classroom Assistant

Mrs M Henderson ASN Assistant

Mrs H Fulton ASN Assistant

**Non Teaching Staff**

Mrs L McFarlane Clerical Assistant (Supervisor)

Mrs C Bruin Clerical Assistant

Mrs E Thompson Clerical Assistant

Mrs P Smith Janitor

Mrs B Martin Catering Assistant (Supervisor)

Miss J Shaw Catering Assistant

Mr K Smith Dining Hall Assistant

Miss C Pollok Cleaning Supervisor

Mrs M Hynds Cleaner

**Visting Staff**

Ms M Gibbons Educational Psychologist

Mrs V Marshall Community Learning and Development

Mr C McIntyre Active School Co-ordinator

Rev E Selemani School Chaplain

Mr M Phee English as a Second Language Teacher

**The Remit of the Head Teacher: Fiona Ferguson**

Overall responsibility for leading and managing the school.

Specific Responsibilities include:

* Line Manager of Teaching Staff, Office Staff and Support Staff.
* Monitoring and Quality Assurance of Learning and Teaching.
* Overall responsibility for School Improvement Planning and Reporting.
* Staff Professional Review and Development
* Continuing Professional Learning Co-ordinator
* School Policy
* Positive Behaviour Management
* Pupil Pastoral Care
* Staff Welfare
* Finance and Budget
* Advisor to the Parent Council
* Child and Adult Protection Co-ordinator
* Pupil Attendance
* Staff Absence Management
* Out of School Hours Learning Co-ordinator
* Community Liaison
* Health and Safety
* Fire Marshall

And all duties outlined in Annex B of a [Teaching Profession for the 21st Century](http://www.gov.scot/Resource/Doc/158413/0042924.pdf)

**The Remit of the Principal Teacher: Nicole Edwards**

At Townhead Primary School, the role of the Principal Teacher is to assist and, where necessary, to deputise for the Head Teacher in the conduct of the affairs of the school and all duties outlined in Annex B of a [Teaching Profession for the 21st Century](http://www.gov.scot/Resource/Doc/158413/0042924.pdf).

Miss Edwards specific responsibilities include:

* Pastoral Care and Positive Behaviour Management
* Management of Additional Support for Learning
* External Agency Liaison
* Support Officer for Student Teachers & First Aid
* Data Champion

**School Hours**

The school day currently operates slightly differently due to COVID-19:

School opens 9:00

Morning interval 10:10 till 10:25 (P1 – 4) & 10:30 till 10:45 (P5 – 7)

Lunch 12:00 – 12:45 (P1 – 4) & 12:30 – 1:15 (P5 – 7)

School closes 3:00

Pupils in Primary 1 will require to attend full-time from the first day of the session.

**School Year**

There are four terms during each session:

**Term 1** August until October Break

**Term 2** Post October break until Christmas

**Term 3** January until Easter

**Term 4** Easter until the end of June

**The School Year 2022/2023**

First Term Pupils Return Wednesday 17th August 2022

Close Thursday 22nd September 2022

Re-Open Tuesday 27th September 2022

Close Friday 14th October 2022

Second Term Re-Open Monday 24th October 2022

\*In-Service Monday 14th November 2022

Close Thursday 22nd December 2022 at 2.30 pm

Third Term Re-Open Monday 9th January 2023

Close Friday 10th February 2023

\*In-Service Wednesday 15th February 2023

Re-Open Thursday 16th February 2023

Close Friday 31st March 2023 at 2.30 pm

Fourth Term Re-Open Monday 17th April 2023

Closed Monday 1st May 2023 (May Holiday)

\*In-Service Tuesday 2nd May 2023

Close Thursday 25th May 2023 (Mid term Holiday)

Re-Open Tuesday 30th May 2023

Close Wednesday 28th June 2023 at 1.00 pm

\*Children do not attend on In-Service Days.

**Out Of School Care**

The school does not provide ‘Out of School Care’. However, there are various providers in the local community. Information for this can be accessed from Lanarkshire Childcare Services on 01236 437662. Pupils are collected from school.

**Enrolment**

Registration

The registration of children due to start school in August of any year will take place at the local school, within their catchment area. Official dates for registration will be announced in the press and parents/carers will be notified concerning details of time, etc., by the local Head Teacher. In keeping with the policy of Townhead Primary School, parents/carers are invited to contact the school at any time should they have a query with regard to the registration process. A child who reaches his/her fifth birthday between 1st March 2021 and February 2022 should be registered in the local Primary School before 1st February 2022.

Enrolment

Parents/Carers who wish to enrol their child at Townhead Primary School may do so on the specified day(s) or at a time convenient to both the parent and Head Teacher. Online enrolment will take place this year. There will be an induction programme organised in April/May/June for our new P1 pupils and their parents/carers, a letter will be sent to parents/carers with induction dates beforehand. Within the programme the children will be given an opportunity to meet their new teacher and become familiar with the class environment. Our Primary 1 curriculum will be explained to parents/carers and possible strategies for parents/carers to carry out at home discussed.

**Curriculum For Excellence**

What is Curriculum for Excellence?

Curriculum for Excellence is Scotland’s national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be:

\*A successful learner \* A confident individual

\*A responsible citizen and \*An effective contributor

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fund.

These contexts are:

\*Ethos and life of the school as a community \*Curriculum areas and subjects

\*Interdisciplinary learning \*Opportunities for personal achievement

What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils’ needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

\*Early level pre-school to P1 \*First level to the end of P4

Second level to the end of P7 \*Third and fourth levels S1 to S3

\*Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

Curriculum Areas and Subjects:

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3 and may be subdivided further into individual subjects.

The 8 curricular areas are:

Expressive Arts Religious and Moral Education Health & Well Being

Sciences Languages & Literacy Social Studies

Mathematics & Numeracy Technologies

How will my child’s learning be assessed?

There will be new ways of assessing each child’s progress to make sure that potential is achieved within our High Schools:

* National 4 and 5 qualifications were introduced in 2013/2014
* Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
* New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In playrooms and classrooms staff will be using improved ways of assessing children’s learning taking account of national and local advice and guidance. Your child’s progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

From August 2010, our focus for learning fully engaged with a Curriculum for Excellence (CfE). Previous learning and good practice has been assimilated into the new programmes of study to ensure our pupils experience effective continuity in the learning.

Staff plan and deliver teaching and learning through the experiences and outcomes of CfE.

* Staff have worked collaboratively to identify interdisciplinary topics which are relevant, meaningful and motivating for the children.
* Children are encouraged and supported in self-evaluating their learning linked to the identified success criteria of the lesson.
* Staff use a range of Formative Assessment strategies to assess pupils’ understanding and progress on a daily basis.
* Senior management monitor the work of the classes, observing lessons, questioning pupils, looking at jotters and offering feedback and support to further improve the quality of provision.
* Staff and pupils assess the work they are undertaking to identify good practice and areas for improvement.
* Children are given a wide range of opportunities to achieve success both academically and in other areas of school life. This fits with the North Lanarkshire Policy on Raising Achievement for All 3.
* Formal assessments are used across all stages to ensure appropriate progress is being made by each pupil.

**Curriculum**

Teachers currently plan for Curriculum for Excellence, using outcomes for all curricular areas. Topics are implemented using an interdisciplinary approach which provides a context for the children’s learning. Assessment is for learning strategies are used throughout the school to encourage children to assess their work and set targets for themselves. Active Learning and co-operative learning are used in all areas of the curriculum to encourage social skills and tolerance. We prepare children for lifelong learning by encouraging them to take responsibility for their own learning and to be independent workers as well as working as part of a team.

Curriculum for the early stages

In the early stages of the school (P1-P3) the children are engaged in purposeful play as a member of a class or group, pupils frequently work with adults in the safe Play Areas which are sanitised between use. The initial concepts and skills in reading, writing, talking and listening are developed along with those of mathematics. An Active Literacy Programme is used for the pupils to develop these skills.

The child’s local environment is investigated and children are gradually led from a localised awareness of their immediate environment to the beginnings of an awareness of a wider environment. The children experience music, physical education, art and design and initial elements of drama as well as work related to the area of religious and moral education. Health and ICT are also introduced.

Through the use of a range of teaching approaches and methods we try to ensure that all levels of ability are challenged with the result that the intellectual, physical, aesthetic, spiritual and moral development of each child is enhanced.

Curriculum for the middle/upper stages

In the middle (P4-P5) and upper (P6-P7) the curriculum continues to be developed in line with the needs of each child and increasing importance is attached to the practical application of skills in meaningful and realistic contexts. Knowledge and understanding is continually developed and concepts and skills are developed and refined in all areas of the curriculum.

We are also focused on ensuring our children are Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors. In each of these four capacities the children develop at their own pace in keeping with their ability and school policy, combined with a continuous programme of staff and curriculum development. This ensures that the work being experienced is directly relevant to the development needs of each child.

Literacy and English

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. It offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning.

Learning through the language area of the curriculum enables children to:

* develop their ability to communicate, collaborate and build relationships
* communicate their thoughts and feelings and respond to those of other people
* develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
* develop a secure understanding of how language works, and use language well to communicate ideas and information in English and in other languages
* enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
* exercise their intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments.

The Literacy and English Framework is divided into three areas:

* listening and talking
* reading
* writing

Listening and Talking

In the early years, listening is one of the most important means by which knowledge is acquired. Listening is an active process which has to be encouraged and developed. Talking is the main means of social communication and interaction. At Townhead Primary, children are given the opportunity to talk with partners, in groups, to the whole class and at our weekly Assembly.

Reading

The whole school follows the North Lanarkshire Active Literacy programme. In our infant department the children work through a variety of reading books which are “banded” appropriately to the ability of the children. This means we do not use a single resource, or ‘reading scheme’, but instead expose our learners to a wide variety of fiction and non-fiction texts from a range of publishers and authors. The children develop the basic skills of reading and the use of comprehension strategies to develop a deeper understanding of the text. As the children work through the Active Literacy Programme they progress onto Novel Studies. The children read and enjoy selected children’s novels and then explore the text in depth. The children also develop skills in reading for information and we have well equipped libraries in all classrooms as well as an attractive and well-stocked whole school library, which is timetabled for the use of all children.

Writing

Writing helps pupils to clarify their thoughts and experiences and to give them personal meaning. Through writing, pupils can define, order and understand ideas.

We utilise North Lanarkshire Council’s writing programme and encourage children to write for a variety of purposes, as and when appropriate. During the writing process, children will be introduced to and further develop their skills in handwriting, spelling, punctuation, grammar and structure.

Modern Language in the Primary School (MLPS)

All children in our school are taught French. Children in P5-7 also learn Spanish as part of our Modern Language curriculum.

Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. We have introduced an exciting new area for pupils in P4 –P7, it is known as the STEM Area and pupil regularly in Science, Technology, Engineering and Maths activities.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. To face the challenges of the 21st Century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children to:

* develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
* understand the application of mathematics, its impact on our society past and present, and its potential for the future
* develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
* establish firm foundations for further specialist learning, especially for those who will be the mathematicians of the future

In Townhead Primary, we use a number of resources including Big Maths, Number Talks, Number Box, Scottish Heinemann Maths, T-Jay Maths and a variety of websites throughout all stages to teach the following concepts:

* Number, Money and Measure
* Shape, Position and Movement
* Information Handling
* Problem Solving

We take a very active approach to mathematics in order to develop strong skills in numeracy which provide foundations for lifelong learning and in the world of work. ICT is a regular feature and children often utilise interactive programmes/websites when working on maths concepts.

Developing skills in mental maths is an important aspect of our numeracy curriculum and all children are regularly involved in mental calculations as part of their work programme.

Opportunities are taken to develop and reinforce maths and numeracy across the curriculum.

Science/Social Studies/Technology

Within Curriculum for Excellence, 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.

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

* develop understanding of the role and impact of technologies in changing and influencing societies
* contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
* become informed consumers and producers who have an appreciation of the merits and impacts of products and services
* gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
* be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
* broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
* broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
* experience work-related learning; establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers

We aim to provide a programme of study which encompasses all of the social, physical and cultural factors which influence, or have influenced the lives of the individual and the community. On a day to day basis, this will include everyday experiences, through which the pupils’ knowledge of the world around them develops.

Through science, pupils develop their interest in, and understanding of the living, material and physical world. This session we are improving our programme for science by ensuring that children are involved in more practical scientific investigations.

Through social studies, pupils develop their understanding of the world by learning about other people and their values in different times, places and circumstances, and how their environment has been shaped. A strong emphasis is placed on pupils developing their understanding of Scottish culture and heritage.

Learning through technology will enable pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens. Pupils will gain the skills and confidence to use technology now and in the future, at home, at work and in the wider community.

For each of the above areas of the curriculum, annual programmes of study are compiled in order that children’s experiences are planned for in a progressive and relevant manner. The school is very well resourced with computers, i-Pads and smartboards. ICT is fully embedded into the learning and teaching across many curricular areas. Pupils receive weekly lessons on developing their ICT skills.

Expressive Arts

The expressive arts consist of four distinct components:

* Art and Design
* Dance
* Music
* Drama

Art and Design allows the rich opportunities for children to be creative and experience inspiration and enjoyment. It promotes discovery and understanding of ideas and feelings and provides a means of expressing these visually. The children are given a variety of opportunities to explore a wide range of two and three dimensional media through practical activities including drawing, painting, collage, modelling and printing. Children are also encouraged to study the works of artists and designers to enhance their enjoyment and deepen their knowledge and understanding.

In Music, pupils are involved with playing instruments and listening to music as part of their curriculum. The children have opportunities to participate in productions in their own class at present.

Through Dance, pupils have opportunities to be creative and experience inspiration and enjoyment. Creating and performing will be the core activities but taking part in dance also contributes to their physical education and physical activity.

In Drama, pupils are involved with mime, movement and improvisation. The curricular area of Expressive Arts is used to build confidence and self-esteem and to raise achievement.

Religious and Moral Education

Religious and Moral Education enables children to explore the world’s major religions and views which are dependent of religious belief and to consider the challenges posed by these beliefs and values.

It supports children in developing responsible attitudes to other people, their values and their capacity for moral judgement.

The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children.

Religious and moral education is an essential part of every child’s educational experience.

Religious and moral education is divided into three distinct areas:

* Christianity
* World religions for selected study
* Development of beliefs and values

Learning through religious and moral education enables children to:

* develop a knowledge and understanding of the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
* Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
* investigate and understand the responses which religion can offer to questions about the nature and meaning of life
* develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions

Throughout the school year our children will study a variety of world religions. They may also visit places of worship linked to their topic.

Religious observance assemblies take place in school throughout the session. Our main Assemblies take place at Harvest, Christmas, Easter and Summer. Parents/Carers and friends are not able to join us at these special times due to COVID-19 however, we post film clips and photographs to Twitter frequently for parents to share the experiences in a digital capacity.

It is recognised that the Education (Scotland) Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance. Parents/Carers are invited to come along and discuss our R.E. programme with the Head Teacher if they have any worries concerning this aspect of the curriculum.

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered.

Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee on the register.

Health and Wellbeing, Personal and Social Development

Physical Education covers expressive movement, gymnastics and games skills. A comprehensive programme of activities for each stage is designed to develop skills.

The school has adopted a Circle Time approach for raising self-esteem and promoting positive behaviour. The school promotes a healthy lifestyle and has achieved Gold status in the Health Promotion programme. A full programme of health lessons is implemented in P1-7 which covers emotional, physical and social aspects. Through a programme of citizenship, pupils have opportunities to play active and responsible roles in their school and community. Where appropriate, pupils are involved in decision making. Sex Education is taught as part of the Health programme but parents may opt for their children to be withdrawn from these lessons. Parents wishing to exercise this right should contact the Head Teacher.

Raising Achievement

Learning and Leisure Services provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer ‘Experiences to Last a Lifetime’, we will also look to draw upon ‘a lifetime of experiences’ already there in the communities which make up North Lanarkshire.

Interdisciplinary Learning/IDL

All staff plan interdisciplinary studies which show connections across different areas of the curriculum as well as developing and reinforcing social studies, knowledge and skills. This helps to maintain a coherent approach to the development of literacy, numeracy, citizenship, creativity, enterprise and sustainability.

Homework

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework. Homework is currently uploaded for children via Microsoft Teams.

## Rationale for Homework

Homework is a very important part of a child's education, and can add much to their development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home.

**Indeed, we see homework as an important example of cooperation between teachers and parents/carers.**

We believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

While homework plays a positive role in raising a child's level of attainment, we also acknowledge the importance of play and free time in a child's growth and development. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

## **Aims and objectives**

At Townhead Primary School we aim for our homework and shared learning experiences to:

* Encourage reading at home;
* allow the opportunity to share learning;
* extend pupils’ learning beyond the classroom;
* encourage knowledge and skills that will help with real life experiences;
* give opportunities to personalise and choose learning;
* help pupils develop their skills as an independent learner;
* promote cooperation between home and school in supporting each child's learning;
* provide opportunities to revisit learning experiences in a purposeful way;
* consolidate and reinforce the learning done in school, and to allow children to practise skills taught; help children develop good work habits for the future.

Typical tasks may include: 

Number work Reading Words Spelling

Sentence Formation Creative Writing Research Work

Project Work

**Teaching and Learning Issues**

Homework should include a variety of tasks that underpin the values and principles of Curriculum for Excellence and extend work done in class. Curriculum for Excellence proposes that learning experiences encourage children to be successful learners, confident individuals, responsible citizens and effective contributors. With this intention in mind, Townhead Primary believes home, the community, the environment and the media all provide information and examples which can be used to enrich work introduced in school.

A variety of homework activities should be given:

* reinforcement of class work
* research topics/investigations
* preparation for class work
* activities related to Personal and Social Development
* preparation for a presentation & researching current affairs

Parents may at times experience difficulty in working with their child/children on homework for various reasons e.g. pressures of work, illness in the family, etc. Please let us know if this is the case and we can help support you without adding another pressure for you to carry. Your quality of family life is more important than sitting down ploughing through homework at times of stress.

**Equal Opportunities**

The homework programme offered to each child will be planned to provide structures, experiences and opportunities suited to each child’s ability. Homework should be differentiated, and where necessary, consultation should take place with relevant partners e.g. Network Support staff, Speech and Language Therapist and Educational Psychologist.

**Assessment Recording and Reporting**

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupil progress is closely monitored by teachers and the Leadership Team.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As the progress, pupils become more involved in their process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

Assessment is an important part of learning and teaching. This provides a means of checking progress and development. Both formal and informal methods of assessment are used. The school is encouraging pupils to be fully active in their own learning and set themselves targets. Opportunities will be given for pupils to evaluate their own progress and aptitudes and contribute to their own learning plans.

Assessment and recording are important so that:

* progress can be charted and information passed on to teachers and parents
* difficulties can be diagnosed and effectively dealt with
* meaningful dialogue can take place with teachers, parents, and pupils
* the transition from primary to secondary can be made more smoothly
* parents are fully informed of their child’s progress

Some of our checks are made by using:

* small focused end of unit tests
* looking at class work – jotters, notebooks, etc.
* special assignments and homework exercises
* standardised tests

**Reporting to Parents**

Parents are encouraged to contact the school if they have concerns about any aspect of their child’s education. In addition the school uses the following methods of reporting to parents:

* Meet the Teacher, usually September (due to COVID-19 class film clip)
* Interim Report - November
* Parents’ evenings – one in November, one in May/ phone calls at present.
* Written Report sent to parents in June.

The **Education Scotland** ([www.educationscotland.org.uk](http://www.educationscotland.org.uk)) website will provide further information on:

* experiences and outcomes of A Curriculum for Excellence
* curriculum areas and inspections and reviews

**Additonal Support Needs**

Townhead Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

North Lanarkshire Council’s policy is contained within “Support for Learning Policy into Practice 2”, a copy of which is available in the school. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Through a process of staged intervention and, where appropriate, in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of the new legislation and in line with the Code of Practice.

Every attempt will be made to ensure that an appropriately balanced curriculum is provided in order to meet the needs of every child and that he/she is encouraged to work to his/her full potential.

As part of the ongoing assessment taking place throughout the year, teachers will identify pupils who may require additional support to fully access aspects of the curriculum. This assessment informs the teacher’s planning for those children identified to ensure success. This support may be short or long term and is the responsibility of the class teacher. Teachers may also identify training to ensure that the pupil is given every opportunity to make appropriate progress.

Our school policy in relation to pupils with additional support needs reflect learning and leisure services staged intervention process, that is:

Level 1 Support: All class teachers have the responsibility for preparing and teaching material which will allow each pupil to work towards achievable goals.

Level 2 Support: Learning Support may be allocated to help meet pupils' needs and discussion of this additional teaching will be undertaken with the parents. An Additional Support Plan will be drawn up for pupils with significant needs. Learning Support is also aimed at the more able pupil.

Level 3 Support: External support is available from within Learning & Leisure services, where it is identified that the child or young person requires support or planning from beyond the school or early years setting but within educational services.

Level 4 Support: External support may be provided on a multiagency basis, where the child or young persons are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

We aim to educate all our pupils according to their age and ability and to assist them to achieve their full potential. There is a Support for Learning policy within the school, which is available to parents. One vital aspect is the early involvement of parents. Should your child be experiencing learning difficulties, you will be involved as early as possible and become actively involved throughout the processes/plans drafted to assist your child.

As various times throughout the year we have visiting specialist who cater for a wide range of needs:

* Educational Psychologist
* Physiotherapist
* Occupational Therapist
* Paediatrician
* Speech and Language Therapist
* School Nurse

Visits to individual pupils are arranged through the Head Teacher at a convenient time to the pupils as well as the specialist.

Looked After children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The Head Teacher and Miss Edwards, Principal Teacher, are the designated co-ordinators for Looked After & Accommodated Children.

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request an assessment at any time to establish whether a child has additional needs and/or requires a Co-ordinated Support Plan.

**Getting it Right For Me plans:**

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/Carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of coordination, the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/Carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/Carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child’s Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a ‘Lead Professional’ who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

Planning: Getting It Right For Me (GIRFMe) enable staff to plan effectively for children and young people with Additional Support Needs.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or other agency.

Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

**Dispute Resolution**:

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child’s Co-ordinated Support Plan, either the creation of a CSP or the content of it, you may be entitled to refer to the Tribunal.

**Extra Curricular Activities: have been halted due to Covid-19**

A variety of activities are offered each year and will begin when it is safe to do so include:

* Annual Book Fair when parents have the opportunity to visit the school and select books with their children
* A variety of educational visits and excursions relating to the work being carried out at any given time
* Parties and discos at special times of year
* Fitness talk/health checks – various stages
* Nativity play for P1, P2 & P3
* see more below – under heading “Out of Hours Learning”

**Out of Hours Learning – Post Covid-19 we aim to restart classes in the following:**

Art Computing Science Dance Football Fitness ICT

Healthy Cooking Basketball Musical Theatre

Our pupils regularly participate in local sports festivals. We work in partnership with our Active School Co-ordinator and take full advantage of any sporting opportunities which are on offer.

Throughout the school year our pupils will be involved in a variety of stage productions, e.g. Christmas Nativity, Scottish shows etc.

All classes participate in regular educational outings.

**Home and School Links**

A close partnership between home and school is essential if children are to benefit fully from their time at school. There are presently a number of ways in which the school seeks to develop and strengthen links with parents and these can be identified as:

* Information Evening – Aug/Sept at the start of each session
* Parent Evening – these visits will take place in November and May each year. There is an opportunity to come along to the school and discuss your child’s progress.
* Written interim reports are contained within the Personal Learning Plans/PLPs, they are sent home in September, January & March
* Written reports to which comments are invited – March each session.
* Monthly Newsletters
* School Website: [www.townhead.n-lanark.sch.uk](http://www.townhead.n-lanark.sch.uk)
* Induction Programme for the Primary 1 intake (parents will be notified in advance)
* Parent Open Afternoons (Parents will be notified in advance)
* Homework – Parents are provided with activities to help their children throughout the year
* Parent Council. This is open to all parents with meetings taking place, usually every five weeks.

School and Community – Visits have ceased for the moment however virtual visits can still take place.

The school is an integral part of the community and close links are maintained with the following individuals, groups, organisations and official bodies:

Community Council: The school works closely with the Council and takes part in competitions, projects, etc. that they may organise

Police: Members of the Police Force visit the school to give talks on road safety, personal safety, anti-vandalism, drugs awareness.

School Nurse: Visits the school and is involved in aspects of topic work in the area of health and wellbeing in addition to their regular duties

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Psychological Services: the school psychologist makes regular visits to the school and is able to offer advice and guidance when needed.

Local Churches: the school Chaplain is Rev Selemani from Townhead Parish Church. The minister is invited to attend school services and to help promote the R.E. Programme within the school.

Students: every year the school is pleased to assist in the training of student teachers and early years workers. We also provide work experience to students from local Secondary Schools throughout the year as well as those involved in community projects.

General Links: the list could be extensive however it is important to note that parents are kept fully informed of all school events though monthly newsletters. We try at all times to vary and extend our links with the community by involving the children in competitions, visits and fundraising for charity.

**School Improvement Plan**

We are fully committed to the process of self-evaluation to determine and direct whole school improvement. Self-evaluation focuses on the extent to which a school knows itself well and improves the successes and achievements of learners, and the school community more widely. Each year, the school is required to produce an Improvement Plan which will detail the planning projects which the school intends to undertake during the session – some of these projects may be carried out over a 2/3 year period while others may be 1 year plans.

Priorities for this session are:

To ensure equity for all learners & to close the attainment gap across the BGE in response of COVID-19.

To raise attainment in Literacy and Numeracy and ensure equity and opportunity for all pupils.

Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers high quality learning experiences for all pupils.

Continue to further support the mental, social, emotional and physical health of all children, families and staff.

Continue to embed nurturing approaches to support and improve the mental, physical and emotional wellbeing of our children & families in our Nursery.

**Good Practice**

Attainment levels of the more able pupils are maintained across the school. Learners are motivated and enthusiastic, becoming more actively involved in their own learning through target setting/PLPs and GIRFMe Plans.

Increased use of Assessment is for Learning strategies to promote responsibility with pupils for their own learning. We share the purposes of lessons with learners and the success criteria. We ensure that our teaching meets with needs of individuals and provides appropriate support and challenge.

Relationships across the school are positive and founded on a climate of mutual and self-respect within a strong sense of community and shared values. We set high expectations for our learners’ achievements, attendance and behaviour. Learners’ achievements, in the school and the community, are valued and celebrated in school.

**Attendance at School**

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number, including where possible, a number that will accept a text message. Parents are required to inform the school if these contact details change during the course of the year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

Parents should inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his/her return to school confirming the reason for absence.

Family Holidays During Term Time:

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

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

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

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

* The availability of cheap holidays
* The availability of desired accommodation
* Poor weather experience during school holidays
* Holidays which overlap the beginning or end of term
* Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

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

Extended Leave with Parental Consent:

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

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

Exceptional Domestic Circumstances:

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

* The period immediately after an accident or illness
* A period of serious or critical illness of a close relative
* A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

It should be emphasised that the school investigates absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children’s Panel, if necessary.

We monitor absence rates regularly throughout the school year. Where attendance, including late coming, is causing concern we notify parents about this and seek their support in improving the situation. Children may be invited to sign an Attendance Contract by the Head Teacher to encourage their attendance as school. The school attendance officer may investigate unexplained absence, and the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children’s Hearing, if necessary.

Children who have to leave school during school hours will only be allowed to do so when accompanied by a responsible adult.

Parents are asked to give emergency contacts in case there is any reason to send children home from school. No pupil will be sent from school unless it is certain they are going into the care of a responsible adult.

**Attendance and Absence Data**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

**Freedom Of Information**

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 302484.

**General Data Protection Regulations (GDPR) Statement for Education**

What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local government etc. (Scotland) Act 1994. Education and Families is located in the Civic Centre, Motherwell, ML1 1AB.

Why do we need your personal information and that of your child or young person?

The council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education and Families uses the national IT system, SEEMIS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child’s name, date of birth, gender, address, family contact details (phone/e-mail). We will also ask you to update this information annually. We may also ask you for information about medical conditions, additional support needs, religion and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported and that we take account of their health and wellbeing. During a child’s journey through education a pupil’s record is kept, this core record is mainly paper based and is stored securely in the child or young person’s establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

* To enrol your child or young person in nursery or school
* To provide your child or young person with an appropriate education
* For teaching, enrolment and assessment purposes and to monitor educational progress of children and young people
* To support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
* To provide appropriate pastoral care to support health and wellbeing of children and young people
* To keep children and young people safe
* To maintain records of attendance, absence and behaviour of children and young people (including exclusions)
* To support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
* To enable schools and establishments to process personal data in support of SQA and Further Education
* To monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
* To assure the quality of our education services in line with national expectations from Education Scotland
* When we require to contact you by post, email, telephone or text

Who do we share information with?

To support your child or young person’s access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people’s learning. When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person’s information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a ‘records retention and disposal schedule’ which sets out how long we hold different types of information for. You can view this on our website at: <http://www.northlanakrshire.gov.uk/index.aspx?articleid=15003>.

Your rights under GDPR protection law

You can

* Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm that personal information is being used and with whom it has been shared with
* Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards
* Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it
* Request the transfer – you can request the transfer of your information to another party
* Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where you think that we no longer need to hold the information for the purposes for which it was originally obtained.
* You have a genuine objection to our use of personal information or use of personal information is contrary to law or our legal obligations

If you wish to update any personal information, retrieve it or have it removed from records, please contact your child or young person’s head teacher or head of establishment in the first instance.

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| The Council’s Data Protection Office | The Information Commissioner |
| If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself, you can contact the Data Protection Officer at:  Data Protection Office (DPO)  Civic Centre  Windmillhill Street  Motherwell  ML1 1AB  E-Mail: AITeam@northlan.gov.uk | You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law)  Information Commissioner’s Office  45 Melville Street  Edinburgh  EH3 7HL  E-mail:casework@ico.org.uk |

**Transferring Educational Data about Pupils**

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up to date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better education outcomes. Accurate and up to date data allows SGEP, education authorities and schools to:

* Plan and deliver better policies for the benefit of all pupils
* Plan and deliver better policies for the benefit of specific groups of pupils
* Better understand some of the factors that influence pupil attainment and achievement
* Target resources better

Your GDPR Rights

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

https//www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation

**Any Concerns**

If you have any concerns about the ScotXed data collections you can e-mail: [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to The Scotxed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available on request from the Scotxed Support Office in other languages, audio tape, braille and large print.

**What more information?**

Further details about ScotXed data exchanges are available on the ScotXed website @ <http://www.scotxed.net>

**Child Protection**

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the school’s actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs F Ferguson

Telephone Number: 01236-794872.

Adult Protection

The Council has a responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

If there are any Adult Protection concerns the Head Teacher will follow North Lanarkshire Council Adult Protection Procedures and Guidelines.

Adult Protection Co-ordinator is: Mrs F Ferguson

Telephone Number: 01236 794872

**Discipline**

School rules exist to promote mutual consideration for pupils and teachers and to make the school a safe and secure environment for all. We use many positive strategies to encourage good behaviour and learning practices. The school is currently implementing a Restorative Practice approach to resolving issues that arise in school. Restorative Practice is a behaviour management approach that aims to restore good relationships when there has been conflict and harm, so promoting a strong positive ethos in school. Senior Pupils are trained in Peer Mediation by the Principal Teacher.

The behaviour of children in school is at all times the direct responsibility of the parent. Class teachers will deal with the majority of minor incidents but more serious or constant disobedience will be dealt with by the Principal Teacher or the Head Teacher who will decide whether or not parents should be informed. A serious breach of school rules may result in exclusion.

Bullying in any form is treated very seriously and the school has a separate policy on anti-bullying which actively encourages pupils to speak out if the behaviour of any pupil(s) is becoming a problem. Whilst we endorse a policy of promoting positive behaviour, we have a zero tolerance policy towards bullying.

**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. In the case of inclement weather, pupils will remain in class and classrooms are monitored.

**School Security**

A door entry system has been fitted to the front entrance which should be used by all visitors and parents. Adults are not allowed in the school at the moment due to Covid-19.

**Clothing and Uniform**

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents/carers, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

**All** of our children wear school uniform and you have our full support in sending your child to school dressed this way. It encourages a sense of belonging and develops a pride in being at Townhead Primary.

Our school uniform is:

Grey trousers or skirt

Maroon cardigan or sweatshirt (with school logo)\*

Blue shirt/blouse

School tie - Maroon and blue stripe\*

Maroon Showerproof Jacket (optional)\*

\*These items can be purchased, on-line, from Scotcrest.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

Clothing which is unacceptable in school under any circumstances includes items which:

* could potentially encourage factions e.g. football colours
* could cause offence e.g. anti-religious symbols or political slogans
* could cause health and safety difficulties, such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
* are of flammable materials which may be a danger in certain classes e.g. shell suits
* could cause damage to flooring
* carry advertising, particularly for alcohol or tobacco
* could be used to inflict injury to other pupils or be used by others to do so.

Parents in receipt of a clothing grant from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any request for such grants in other circumstances are at the discretion of the Executive Director, Education and Families. Information and application forms may be obtained from any school or First Stop Shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit, Housing Benefit, Council Tax rebate.

Cool School Uniforms, Coatbridge can support parents who receive the benefits detailed above, please speak to the Head Teacher and a referral will be sent to them.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the head teacher's authority and be detrimental to the well-being of the whole school community. In such circumstance a head teacher could justify the use of the school discipline procedure.

The council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

We have a limited stock of used clothing so that pupils who have "accidents" have something in which to change. Any additions to this are most welcome. If your child should return home "changed" we ask that you wash and return the garments to school as soon as possible.

At school level it would be most helpful if all clothing and equipment is clearly marked with your child’s name.

**Meals**

School meals are brought in from Greenhill Primary School and the service operates on a cash/cafeteria style whereby children pay for what they eat. Lunch is taken in the school hall.

From of January 2022, all P1-5 pupils are entitled to a free school Meals. Pupils in P6-7 who qualify for a free school meal are entitled to free school milk. However milk will be available to purchase in the school during the lunch period. All nursery pupils are entitled to free milk.

Children of parents receiving Income Support, Universal Credit, Job Seeker’s Allowance (income based), and Employment and Support Allowance (income related) are entitled to a meal without charge. Information and application forms for free school meals and clothing grants can be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk) and are available in First Stop Shops.

All eligible two year olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), will be entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement.

Information and application forms for free school meals may be obtained from schools, First Stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit, Housing Benefit, Council Tax Rebate.

Breakfast Club:

The Breakfast Club runs from 8.30 – 9.00 a.m. Children are able to purchase cereal, toast and a carton of juice. Breakfast Club is supervised by Mrs Toal (Classroom Assistant). There is no cost involved for Breakfast club for P1-5 pupils and those entitled to free meals. The cost for those **not** eligible for free meals is as follows:

£1.00 per day (for one child) £1.50 per day (for two children)

£1.80 per day (for three children) £2.10 per day (for four children)

Packed Lunches:

Children may opt to bring a packed lunch. Parents are asked to provide a healthy packed lunch avoiding sweets and fizzy drinks in line with the school’s promotion of healthy eating. Packed lunches are in the hall, always under the supervision of an adult.

Special Diets:

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be assessed from the child’s school or dietician, or from North Lanarkshire’s catering service.

For information; a vegetarian meal option is offered on a daily basis.

Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements.

Some children with additional support needs may require meals to be adapted to an appropriate texture and consistency. In this instance, the child’s Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service to ensure appropriate food provision. Special Diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

**Medical and Dental Care**

Throughout your child's time at school he/she will receive some medical and dental health care. At present children receive a dental check-up in Primary One and Primary Seven.

The medical programme is:

Primary One: Height and Weight Review (with parental questionnaire)

The Public Health Nurse and School Doctor will make periodic visits to support children with particular needs.

Parents should inform the school of any health problems concerning their child e.g. diabetes, asthma, heart trouble, cystic fibrosis etc.

Parents must inform the school in writing of any medicine required to be taken by their child during the school day. Forms for this purpose are available from the school office.

If children become ill or have an accident during school hours they are looked after by a member of the support staff until they can be collected by parents or an emergency contact person who has been contacted by phone.

It is always necessary to have an emergency contact number on file in school. Parents should ensure that their emergency contact number is always up to date. Please call the school office should any change to phone numbers, places of employment, etc. require to be made. It is preferable if your emergency contact person lives locally.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangement for the pupil to receive education elsewhere, other than at an educational establishment. In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

**Transport**

General:

The council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents who consider they are eligible should obtain an application form from Education and Families. These forms should be completed and returned before the end of February for those pupils 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 whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

**Pick-Up Points:**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests, if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council’s policy stated above.

**Placing Requests**

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area’s, parents are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or council website.

Parents/Carers and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

**Transfer From Primary To Secondary**

Pupils normally transfer between the ages of 11½ and 12½ 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 proceeding the date of transfer at the start of the new session.

Children transfer to: Coatbridge High School

17 Park Street

Coatbridge

Tel: 01236-794848

**Information In Emergencies**

We make every effort to maintain a full educational service, but in emergencies on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire Council’s website and twitter.

**Emergency Contacts**

Parents are asked to provide the school with the name, address and telephone number of at least one person who can be contacted in an emergency. No pupil will be released from school unless it is into the care of a responsible adult. If a child becomes unwell at school or requires medical attention, contact will be made in the first instance with the parents and if unavailable, the emergency contact will be notified.

**Parent Forum/Townhead Parent Team (TPT)**

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

* get information about what your child is learning
* get information about events and activities at the school
* get advice/help on how you can support your child’s learning
* be told about opportunities to be involved in the school
* have a say in selecting a Parent Council to work on behalf of all parents/carers at the school
* be invited to identify issues for the Parent Council to work on with the school

**Parent Team**

(1) The composition of the Townhead Parent team will be determined by the Parent Forum. The Head Teacher will be the professional adviser to the Parent Team. The agreed composition for the Townhead Primary School Parent Team is a minimum of 3 parents, maximum 12 members. Parent representatives are elected by parents who are on the school's electoral roll. This roll is updated annually.

The Parent Team’s rights and duties include:

(a) supporting the work of the school

(b) representing the views of parents/carers

(c) consulting with parents/carers and reporting back to the Parent Forum on matters of interest

(d) promoting contact between the school, parents/carers, pupils, providers of nursery education and the wider community

(e) fundraising

(f) taking part in the selection of senior promoted staff

(g) receiving reports from the Head Teacher and education authority

(h) receiving an annual budget for administration, training and other expenses

(i) improving home/school partnership and facilitating parental involvement

Parent Team Members:

Chairperson: Mrs Fulton

Vice Chair: Mrs Collins

Secretary: Mr Riley

Treasurer: Mrs Crozier

Clerk: Mr Reilly

Members: Mrs Kelly

Mrs McGrath

Mr Fyfe

Ms Brown

Ms Mullen

Ms Lenaerts

Co-opted members: Miss Edwards

Mrs Cowan

Head Teacher: Mrs F Ferguson

(Adviser)

The Head Teacher has the right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The Parent Council will be selected for a period of 2 years, after which they may put themselves forward for re-selection if they wish. All the parents of children at the school can take part in the selection of their representatives and will have 2 weeks in which to do so. Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school, or for a particular stage in a particular school, exceeds the number of places available.

**Parents In School- Ceased at present due to COVID-19**

Ordinarily, we aim to work in partnership with our parents and provide opportunities for them to be involved in their children’s learning, for example, Induction programmes, Open Days, invites to class assemblies, Book Fairs, curriculum workshops, concerts, PTA events etc. We will use feedback from parental questionnaires to improve our practice. These exciting activities will restart when it is safe to do so.

**Pupil Voice**

Pupils are encouraged to take on roles of responsibility and be involved in the decision making within the school. At the planning stage for Social Studies, pupils indicate to their teacher’s aspects of their topic about which they would like to learn.

Pupil involvement includes:

Pupil Parliament House Captains and Vice Captains Thinking Circles/

Pupil Voice French Ambassadors JRSO

P6 & P7 Reading Buddies P6 & P7 Maths Buddies P7 buddy P1 pupils

Enterprise Initiatives Literacy Mentors PLP Champions

Feedback from pupil questionnaires is taken into consideration as we strive to improve our practice.

**Useful Websites**

[www.hmie.gov.uk](http://www.hmie.gov.uk)

[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

[www.scottishschoolsonline.gov.uk](http://www.scottishschoolsonline.gov.uk)

[www.northlan.gov.uk](http://www.northlan.gov.uk)

[www.educationscotland.org.uk](http://www.educationscotland.org.uk)

**Contacts In Relation To Support For Learning**

Help and advice on any matters relating to Support for Learning can be obtained from

Paula McGhie

[McGhiePa@northlan.gov.uk](mailto:McGhiePa@northlan.gov.uk)

You can also get more help and advice from:

**Enquire** – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

0345 123 2303

[info@enquire.org.uk](mailto:info@enquire.org.uk)

[www.enquire.org.uk](http://www.enquire.org.uk) for parents/Carers and practitioners

[www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) for children and young people

**Children in Scotland - Resolve Mediation**

0131 313 8844

**Additional Support Needs Tribunal (Scotland)**

ASNTS Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

GLAGOW< G2 8GT

Helpline: 0141 302 5860

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

N.H.S. Lanarkshire Social Work Office

Coatbridge Health Centre 01236 622100

Coatbridge

01236 432200 01236 622100

**Coatbridge CLD Locality Office**

9 Old Monkland Road

Coatbridge, ML5 5EA

E: CLD-Coatbridge@northlan.gov.uk

**Suggestions and Complaints**

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the Head Teacher in the first instance. Similarly, if you have a complaint about any aspect of the service, you should contact the Head Teacher. If you feel your complaint has not been satisfactorily resolved within the school, please contact North Lanarkshire Council.

**Useful Addresses**

You may wish to be aware of the following names, addresses and telephone numbers:

Mr D Murray

Chief Executive

Education and Families

Civic Centre

Motherwell

ML1 1AB.

Mrs J McCrone

Continuous Improvement Officers

Education and Families

Civic Centre

Motherwell

ML1 1AB.

Councillor Fulton MacGregor

33 Ross Drive

Airdrie

ML6 9TX

**Qualifying Statement**

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

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

b) in relation to subsequent school years.

Education authorities by law are required to issue a copy of the school handbook to certain parents/carers in December each year. It details the current policies and practices of both the council and the school.



**TOWNHEAD PRIMARY SCHOOL**



**SCHOOL HANDBOOK**

**2022/2023**