



# *School Handbook*

*Corpus Christi Primary School*

*2021/2022*



**Head Teacher Mrs. M. McCreery**

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School Blog: <https://blogs.glowscotland.org.uk/nl/corpuschristi/>

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# 1

## Welcome

Welcome to Corpus Christi Primary School and Nursery, a thriving learning community which values the importance of working in partnership with families to develop every child's educational, personal and spiritual needs. We take great pride in our ability to provide a caring and ambitious place where every child can reach his/her full potential.

Corpus Christi is an inclusive learning environment, underpinned by our Gospel Values and strong nurturing principles. In partnership with parents, we support each child in developing a positive attitude to self, others, learning and the environment. We endeavour to provide a high-quality Curriculum for Excellence and will work with you to ensure your child can be a successful learner, confident individual, responsible citizen and effective contributor; ensuring we are Getting it Right for Every Child (GIRFEC).

In Corpus Christi, we actively encourage partnership working with parents and families and value the importance that working together can have on a child's learning and wellbeing. We believe that children learn best when they feel safe and happy and our team work tirelessly to ensure each child experiences this in our school and nursery.

Our team of teaching and support staff are incredibly dedicated and experienced professionals. We put children first and greatly value the positive relationships we have within our school and wider community. We encourage children to be leaders of their own learning and we actively seek opportunities to celebrate both academic success and wider achievements in all aspects of life.

We look forward to working with you and your child and thank you for entrusting us as partners in your child's education and wellbeing.

*Mary McCreery*

Head Teacher





## Our Vision, Values and Aims

### Our vision

Within our Corpus Christi Primary and Nursery community we are engaged in the pursuit of excellent attainment and achievement for all. At the heart of our shared vision is the provision of the highest quality teaching and learning, the promotion of health and wellbeing and the care and welfare of all learners. Equity of opportunity is a distinguishing feature of our school's vision and practice. The purpose of education; to develop the capacity to become:

- ✦ **successful learners**
- ✦ **responsible citizens**
- ✦ **effective contributors**
- ✦ **confident individuals**

underpins our vision and takes place within an inclusive, nurturing, Catholic ethos where positive attitudes continue to thrive. The fulfilment of our vision is facilitated and enhanced by our strong partnerships with parents, carers, our Corpus Christi Parish community, local and wider community and other supporting agencies.

### Our values

During session 2019-2020 we developed a set of core, shared values, in partnership with our school community, which constitutes our school's moral purpose and demonstrates what really matters to us as a community of learners. We are a school community which shows **Compassion** for the physical and emotional needs of others. We value the importance of **Honesty** in our interactions and of **Respect** for ourselves, others and our environment. We ensure everyone experiences **Inclusion** and the right to achieve their full potential in an environment which values **Safety** and wellbeing. We create a culture of **Trust** where our learners, families, staff and wider community can work together for the good of our school community.

### Our Aims

- ✦ **Provide high quality learning and teaching** – appropriate to the individual needs of each learner, in a safe and nurturing environment, to enable all pupils to become **Successful Learners**.
- ✦ **Promote positive relationships**- working in partnership with the wider community to foster in each other a caring, responsible attitude towards ourselves and others and to develop a sense of pride in ourselves, our school and our local community; providing opportunities for all our pupils to become **Responsible Citizens**.
- ✦ **Raise self-esteem and build resilience** – by celebrating individual success and achievement, developing the capacity for independent thought and the ability to manage change thus enabling our pupils to become **Confident Individuals**.
- ✦ **Enable children to contribute to their community** – by providing a variety of rich curricular experiences through innovative teaching approaches which promote communication skills, problem solving and the ability to apply critical thinking skills in a variety of contexts, enabling them to become **Effective Contributors**.

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## 2

**School Information**

Corpus Christi Primary School and Nursery Class

Crowwood Crescent,

Calderbank,

Airdrie

ML6 9TD

Tel: 01236 794843

Email: [ht@corpuschristi.n-lanark.sch.uk](mailto:ht@corpuschristi.n-lanark.sch.uk)School Blog: <https://blogs.glowscotland.org.uk/nl/corpuschristi/>Twitter: [@NLCorpusChristi](https://twitter.com/NLCorpusChristi)

Corpus Christi Primary School is a Roman Catholic co-educational primary school situated in the village of Calderbank with a non-denominational Nursery Class. The school dates back to 1961, serving the community of Calderbank for many years, with many parents and grandparents being former pupils.

A small renovation took place at the main entrance in 2014 which accommodates the school office. The school consists of a nursery playroom, 6 primary classrooms, a transition room, a resource room and a staged gym hall, which is also used as the dining hall.

Corpus Christi Primary is staffed by five full time Class Teachers, one Probationer Teacher, one part time PEF Teacher, one Principal Teacher and one Head Teacher. The Nursery Class has a staffing complement of one Lead Early Years Practitioner, one full time Early Years Practitioner, one part time Early Learning Practitioner and one part time keyworker.

Our Nursery Class is a term time nursery catering for Pre-5 children with 24 full time places.

Present Roll                    115  
Planning Capacity            150

Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and in the way in which classes are organised. The maximum number of children in P1 is 25, P2 and P3 is 30 and all other stages is 33. If it is necessary to form composite classes, i.e. children from two or more primary stages being taught together, class numbers are kept at a maximum of 25.

Current Classes	P1	P2/3	P3/4	P5	P6	P7
Roll	20	20	20	21	16	18

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## Composite Classes

Composite classes are made up of children from more than one stage, e.g. P2/3 class will consist of children from both P2 and P3. From time to time it may be necessary to form composite classes as described in the definition above. The school will consult with the Parent Council, and parents annually, to agree school policy for the criteria to be used when forming composite classes. When forming a composite P.1/2, we would also take into account social observations made at nursery visits and nursery information provided by staff.

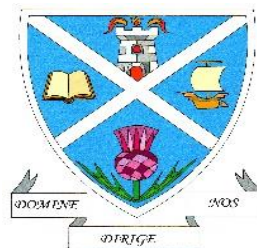
## Community Facilities

The school is also available for community lets. For further information please telephone Community Education 01698 274343.



Our associated Secondary School is:

**St. Andrew's High School**  
9 Old Monkland Road  
Coatbridge  
ML5 5EA



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## 3

**School Staff**

<b>Leadership Team</b>	
Head Teacher	Mrs. M. McCreery
Principal Teacher	Mrs. K. Campbell
<b>Teaching Staff</b>	
Primary 1	Mrs. K. Callaghan
Primary 2/3	Mrs. R. Stewart
Primary 3/4	Mrs. K. Rennie
Primary 5	Mrs. T. Connolly
Primary 6	Miss. N. Wallace
Primary 7	Mrs. M. Gallagher
PEF Teacher	Mrs. L. Cavanagh
<b>Nursery Staff</b>	
Lead Early Years Practitioner	Miss. K. Houston
Early Years Practitioner	Ms. G. Buchanan
Early Years Practitioner	Miss. C. Veldon
Key Worker	Ms. M. Cahill
<b>Clerical Staff</b>	
Office Manager	Mrs. A. Ogilvie
Clerical Assistant and Dining Room Assistant	Mrs. G. Mullett
<b>Support Staff</b>	
Classroom Assistant	Mrs. C. Smith
Additional Support Needs Assistant (ASNA)	Mrs. L. Stirling
Additional Support Needs Assistant (ASNA)	Mrs. A. MacDonald
Breakfast Club Assistant	Mrs. M. Stewart
<b>Facilities Staff</b>	
Facilities Officer	Mr. T. Lucas
Cleaner Supervisor	Mrs. S. Barr
Cleaner	Mrs. C. Downie
<b>Catering Staff</b>	
Kitchen Staff	Mrs. C. Waugh
Kitchen Staff	Mrs. P. Ross
<b>School Chaplain</b>	
Father Vincent Lockhart	





## School Leadership

The **Head Teacher** has overall responsibility for the administration, running and management of the school and nursery and all that this entails.

The **Principal Teacher's** role is to support the Head Teacher in the above mentioned management and leadership of the school, however with specific areas of responsibility. Aspects of the Principal Teacher's remit may change from year to year, at the discretion of the Head Teacher and based on the needs of the learners, staff and the school community.

Head Teacher	Principal Teacher
<p>The safeguarding, pastoral care and support of all members of our school and nursery community.</p> <p>Overall leadership and management of nursery and school.</p> <p>Child Protection Officer</p> <p>Overall Health and Safety</p> <p>Fire Officer</p> <p>Whole staff line management</p> <p>Leading and implementing a clear vision, shared values and agreed aims based on our Gospel Values and commitment to Catholic Education.</p> <p>Quality assurance of nursery and school - ensuring effective leadership and management of learning and teaching, assessment of learning and tracking/monitoring of attainment</p> <p>Standards and Quality Reporting</p> <p>Leadership and management of nursery to P4 and working in collaboration with PT to support P5 to P7</p> <p>Nursery to P1 transition supported by Lead EYP</p>	<p>Leadership and management of P5 to P7 in collaboration with HT (supporting monitoring calendar throughout the year).</p> <p>Fire Officer</p> <p>Support for learning P1-7</p> <p>Support P7 transition</p> <p>Literacy development and assessment - data gathering/analysis (Literacy Champion)</p> <p>Line management of Classroom Assistant and ASNAs</p> <p>Leading Assessment and Moderation Improvement Group (Pedagogy Practitioner)</p> <p>Supporting Sacramental preparation and organisation</p> <p>Pastoral support of all pupils – promoting positive behaviour</p> <p>Probationer and student mentor</p> <p>Daily management duties: playground/dining hall supervision, entry/exit supervision</p> <p>Assemblies as directed by HT</p>





<p>Overall responsibility for School Improvement Planning - leading positive change for school/nursery improvement</p> <p>Tracking attainment and achievement to include data analysis of attainment, attendance, FME, SIMD etc.</p> <p>Ensuring distributed leadership and professional development of staff.</p> <p>Promoting positive relationships and positive behaviour.</p> <p>Building strong community partnerships Church liaison</p> <p>Cluster liaison</p> <p>Implementing and shaping school policy</p> <p>Management of First Aid and medical procedures</p> <p>Management of school budget and PEF</p> <p>Daily management duties: playground/dining hall supervision, entry/exit supervision</p> <p>Assemblies</p> <p>Distributed leadership and Professional Review and Development of staff</p> <p>Advisor to Parent Council</p> <p>Raising the profile of the school and nursery – Blog and School/Nursery Handbook and monitoring of Twitter.</p>	<p>Active Schools and afterschool clubs</p> <p>Raising the profile of the school – Twitter</p> <p>Supporting CPD opportunities for staff</p> <p>Offering support, advice and expertise to staff when required</p> <p>Parent Council School Representative</p> <p>Promoting partnership working with wider community</p>
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## 4

**School and Nursery Hours**

Nursery	
Starting Time	8:40am
Lunch	12pm
Closing Time	2:40pm

Primaries 1 to 7	
Starting Time	9am
P1-4 Interval	10:15am to 10:30am
P5-7 Interval	10:35am to 10:50am
P1 Lunch	12pm to 12:45pm
P2-7 Lunch	12:30pm to 1:15pm
Closing Time	3pm

Primary 1 children attend full time from the first day of term in August.

New start nursery children are involved in a week of transition during the first week to help them settle in their new learning environment.

Breakfast Club is available for Primaries 1 to 7 at 8.15am every day and serves breakfast until 8.40am. There are supervised activities and crafts in the hall after breakfast until 9am. Breakfast Club children are fully supervised during this time.

School children not attending Breakfast Club should not arrive in the school grounds before 8:50am.



## 5

### School Year

#### **August 2021**

In-service day: Thursday 12 August 2021

In-service day: Friday 13 August 2021

Pupils return to school: Monday 16 August 2021

#### **September 2021**

September weekend holidays: Friday 24 September 2021 to Monday 27 September 2021

#### **October 2021**

October break: Monday 11 October 2021 to Friday 15 October 2021 (inclusive)

#### **November 2021**

In- Service day: Monday 15 November 2021

#### **December 2021 - January 2022**

Christmas and New Year Holidays: Thursday 23 December 2021 - Friday 7 January 2022 (inclusive)  
(School closes 2.30pm on Wednesday 22 December 2021)

#### **February 2022**

Mid-term break: Monday 14 February 2022 and Tuesday 15 February 2022

In Service Day: Wednesday 16 February 2022

#### **April 2022**

Spring break: Monday 4 April 2022 to Monday 18 April 2022 (inclusive) (School closes 2.30pm on Friday 1 April 2022)

(Good Friday 15 April 2022 and Easter Monday 18 April 2022)

#### **May 2022**

May Day holiday: Monday 2 May 2022

In-Service day: Thursday 5 May 2022

May weekend holiday: Friday 27 May 2022 and Monday 30 May 2022

#### **June 2022**

School closes: Thursday 29 June 2022 at 1pm

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## 6

### **Transfer/Enrolment**

#### **Primary 1 Enrolment**

The enrolment closing date for applications for August 2021 Primary 1 entrants is 22<sup>nd</sup> January 2021. Notices are distributed on our Twitter page and school/nursery blog containing specific details for enrolment.

These notices give the dates and times when children may be enrolled and ask parents to bring provide their child's birth certificate, Baptismal Certificate and a recent Council Tax Bill as proof of address. Enrolment for August 2021 is taking place electronically this year and applications, along with requested documents, should be sent to [enquiries@corpuschristi.n-lanark.sch.uk](mailto:enquiries@corpuschristi.n-lanark.sch.uk). Following the application closing date, parents will be contacted to discuss the application and arrange an opportunity to meet the Head Teacher via a virtual meeting.

In March, parents will receive an agenda outlining dates and times of our Transition Programme to ensure opportunities are available for a smooth transition from nursery to school. This will include a series of planned workshops for the parents and children to get them used to the friendly working atmosphere of the school and prepare them for starting school in August. This may take place virtual for the time being.

At enrolment meetings parents will be asked for permission to allow their child's photos to be taken and, where relevant, used in displays around the school, in our school handbook, Twitter account and school website. There will also be an opportunity to share school expectations regarding partnership working between parents and school staff to support every child and to ensure the promotion of positive relationships.

Parents wishing to enrol a child from another school should make an appointment with Mrs. McCreery, Head Teacher.

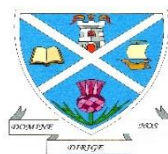
If circumstances change in any way during your child's school life with us, please inform the Head Teacher to ensure appropriate support can be provided where necessary.

#### **Transfer from Primary to Secondary**

Pupils normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements for transfer around December time of the year preceding transfer.

Pupils from Corpus Christi Primary usually transfer to:

St. Andrew's High School  
9 Old Monkland Road  
Coatbridge  
ML5 5EA  
Tel: 01236 632163





We have a strong partnership with St Andrew's High and its staff and pupils, and with our other partnership primary schools within the St Andrew's High cluster. Transition events are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents, with various events taking place throughout the Primary 7 year.

## 7

### Equal Opportunities

In line with North Lanarkshire Council policy and guidelines, Corpus Christi Primary School is committed to assessing all policies and practices to ensure equal opportunities for all, ensuring our policies and practices do not impact adversely on any particular group(s) of people and that opportunities to promote equality are actively pursued. This is achieved through a variety of activities including classroom learning experiences and assemblies, where the importance of social inclusion is a focus. Discrimination in any form, be it action or inaction, is not tolerated.

At Corpus Christi, we firmly believe in the intrinsic value and rights of each and every individual with the concept of social justice permeating all aspects of learning and teaching and our day to day practice.





## 8

### 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
-  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.

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Throughout the 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 and Science, Technology, Engineering and Maths (STEM).

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 fun.

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

<http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/index.asp>







### **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
-  Languages and Literacy
-  Health and Wellbeing
-  Mathematics and Numeracy
-  Religious and Moral Education
-  Sciences

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-  Social Studies
-  Technologies

## Assessment and Reporting








Assessment is an important part of Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and our management team.

In turn, teachers and staff work with pupils to reflect on their progress, looking at their strengths and learning needs, agreeing next steps and actions based on these. Pupils become more involved in this 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 a continuous process, carried out in a variety of ways, in order to ascertain progress and identify any difficulties. It is the process by which the school measures the progress of individual pupils but does not compare pupils' progress with one another. Assessment practice in Corpus Christi Primary is reviewed regularly taking into account National and Local Policy and Guidance.

Assessment of learning, based on Curriculum for Excellence Experiences and Outcomes, can take the form of day to day on-going assessment, specific planned assessment to inform an identified area and to reflect on effective teaching, and standardised assessments at various points throughout the year.

Assessment can include:

-  observation by the class teacher/staff member
-  use of questioning techniques
-  written feedback
-  discussion with children as they are engaged in learning
-  supporting children to assess their own learning (Self-Assessment)
-  supporting children to assess each other's learning (Peer-Assessment)
-  carefully timed standardised assessments.

Parents' Appointments are held in October and March each year where parents are given feedback about their child's progress and how they can help with their child's learning. Parents can also arrange an appointment with the Head Teacher if there is an issue which concerns them at any point throughout the year.

A written report is issued in June of each year.

At Corpus Christi Primary School we continuously review our curriculum and plan our programmes of work in accordance with Curriculum for Excellence Experiences and Outcomes. We are currently improving our assessment and moderation practice to enhance the quality of the learning experiences on offer and raise attainment and achievement for all.

The curriculum in Corpus Christi is designed to give as wide an education as possible and is adapted to suit the individual needs of each pupil.

Further information regarding National Guidance can be found by accessing Parentzone Scotland.

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

We will continue to keep parents up to date with curricular developments through our informative displays at parents' events, information leaflets produced by the school/Scottish Government, newsletters, parent focus groups, our Twitter account and school blog and curricular workshops, where relevant.

## **Languages and Literacy (including Modern Languages)**

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life and lays the foundations for lifelong learning and the world of work. The children experience an environment which is rich in language and which sets high expectations for literacy and the use of language. In Corpus Christi we follow North Lanarkshire Council's Active Literacy Approach, which is made up of Reading, Writing, Talking and Listening.

### Reading

Reading skills are explicitly taught whilst also encouraging reading for enjoyment to develop a love of reading. We use PM Reading Books from Primary 1 to Primary 3 and novel studies are available for Primary 4 to Primary 7. From Primary 3 to Primary 7 the children also work on short novels to develop their reading skills along with use of wider resources such as newspapers, leaflets, catalogues, websites and blogs and linked to exploring wider topics.

### Writing

The earliest stages of reading and writing focus on learning the letter sounds and names. The children learn to word build and blend sounds. A variety of resources are used to teach spelling including attention to individual support needs.

Writing Skills are developed through daily writing linked to spelling and reading activities, weekly taught writing lessons and the North Lanarkshire Council's Phonics Into Spelling Programme.

### Talking and Listening

Children are encouraged to express themselves confidently using the spoken word by creating opportunities in drama, discussion, storytelling, games, poetry, speech making, debates and listening skills. We use a variety of resources and real life contexts to support development in talking and listening skills.

### Modern Languages




As part of the school's development of Scottish Governments 1+2 programme for Modern Languages, French is taught in Corpus Christi Primary from Primary 1 to 7. The development of vocabulary and skills is planned progressively across the stages and is encouraged in day to day activities.



## 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... . It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.' (*Curriculum for Excellence*)

The school's programme is designed to help pupils:

-  understand the nature and purpose of Mathematics
-  acquire skills in mathematical thinking with a supporting network of concepts, facts and techniques
-  develop confidence in using and applying Mathematics and learn to enjoy its challenges.

The main resources used to develop these aims are Scottish Heinemann Maths, Number Talks, Heinemann Active Maths, Problem Solving in Action, Apex Maths, Teejay Resources and other resources sourced by individual teachers.

The content is made up of:






-  Information Handling
-  Number, Money and Measure
-  Shape, Position and Movement

Integral to our Numeracy and Maths curriculum is developing skills in approaches to problem solving and enquiry and in learning concepts, facts and techniques, and mental agility. Considerable emphasis is placed upon developing skills in mental maths. In line with Curriculum for Excellence, teachers provide opportunities for active, meaningful learning.

Linking learning in Numeracy and Mathematics to real life is essential to demonstrate the purpose of mathematical learning. This is emphasised in all lessons; children will be encouraged to make connections in their learning and relate their learning to real life situations.

## Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:






-  experience positive aspects of healthy living and activity for themselves
-  make informed decisions in order to improve their own wellbeing
-  apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
-  make a successful move to the next stage of education or work
-  establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

The experiences of the children in Corpus Christi Primary School will fall into the following areas:

-  mental, emotional, social and physical wellbeing

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-  planning for choices and changes
-  physical education, physical activity and sport
-  food and health
-  substance abuse
-  relationships, sexual health and parenthood.

We work in partnership with healthcare professionals, our Active School Coordinator, other agencies and you as parents and carers to help us achieve the expectations of the Health and Wellbeing Curriculum.











### God's Loving Plan

God's Loving Plan is the programme delivered in Catholic schools to help children develop healthy and respectful attitudes to their bodies, including sexual health, and also relationships with families and friends. God's Loving Plan connects the Religious Education Curriculum and the Health and Wellbeing Curriculum. Primary 6 and 7 parents/carers are offered an information session prior to the teaching at these stages. You will be able to hear about the programme and view the lessons and resources used to teach your child.

### Religious Education

Catholic schools are encouraged to show excellence in their work in ways which demonstrate a distinctive Gospel understanding of "excellence" which regards each person as being uniquely gifted with talents and capacities which should be developed to their full potential.

The Religious Education programme used in all Scottish Catholic schools is called 'This is Our Faith'. This programme lays great emphasis on the crucial role played by parents as the first educators in their child's life. Motherwell Diocese has also supplied supplementary materials to support delivery of the Experiences and Outcomes detailed in Curriculum for Excellence Religious Education in Roman Catholic Schools. Teachers plan using eight strands of faith:

-  Hours of God
-  Mystery of God
-  Son of God
-  Revealed Truth of God
-  In the Image of God
-  Word of God
-  Reign of God
-  Signs of God



In addition, the children participate in religious observance in accordance with Roman Catholic practice. More details can be found in section 13.

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## Other World Religions




Our children also experience opportunities to learn about the traditions, customs and cultures of the Other World Religions. The main religions taught are Islam and Judaism, although other religions are highlighted as they arise and as part of the school's assembly themes. Where appropriate, visits to various religious buildings will enhance the learning experience. Progressive teaching of Other World Religions does not begin until P3.

Children in Corpus Christi Primary School are encouraged to respect others of different faiths and none.

## Interdisciplinary Approach to Learning






Through learning in Social Studies, Sciences, Technologies and Expressive Arts, children learn about the world they live in and how they can contribute effectively to society based on knowledge of the past, present and future. They have an opportunity to express and develop their talents and interests and explore the fast growing world in which we live. A balance is achieved between learning specific subject content and in taking an interdisciplinary approach where learning takes place in context and learning is linked across the curriculum to add meaning.

Social Subjects are identified within the three main organisers of:

-  People, Past Events and Societies
-  People, Place and Environment
-  People in Society, Economy and Business






With the introduction of the Scottish STEM Strategy in 2017, a significant focus is given to the development of Science, Technology, Engineering and Maths in Corpus Christi Primary. STEM offers opportunities for children to develop the knowledge and skills necessary for the world of work and to make connections in their learning.

The key concepts of Science have been identified in five main organisers:

-  Planet Earth
-  Forces, Electricity and Waves
-  Biological Systems
-  Materials
-  Topical Sciences







Technologies is also organised into five main areas of:

-  Digital Literacy
-  Food and Textile Technology
-  Technical Developments in Society and Business
-  Craft, Design, Engineering and Graphics
-  Computing Science

In Corpus Christi Primary, a wide variety of experiences are offered in Expressive Arts. Children are given scope to investigate and experiment, acquire and use new skills, create and design, communicate, observe and reflect upon each experience. Expressive Arts has four main areas of:

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-  Art and Design
-  Music
-  Drama
-  Dance

We have a variety of visitors to Corpus Christi Primary throughout the year to enhance the children's learning experiences. These can include Music Specialists, STEM Ambassadors, World Book Day guests, Sports Coaches, Dance Teachers and Musical Drama Theatre Coaches to name a few. Opportunities are also sought for learning beyond the classroom with educational visits where appropriate.

## 9

### Additional Support Needs

Corpus Christi 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.

We ensure that all children are provided with a curricular experience which is appropriate to age, stage and development. Learning can take place through class, group and individual teaching to enable all children to reach their full potential and is based on individual needs.

Some children may, at times, experience a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support. Additional support for learning is provided either on a long term or short term basis, in order to help them make the most of their school education.

The school follows North Lanarkshire Council's Support for Learning Policy through the implementation of a staged intervention process:

**Universal** – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting and where education staff identify that a child or young person needs support or planning from within education, which may include accessing supports from our Educational Psychologist, assisted technology group or cluster support staff.

**Additional** – External support from within Education and Families or other agencies such as Speech and Language, where it is identified that the child or young person requires further support or planning from beyond the school.

**Intensive** - External support provided on a multi-agency basis, where the children or young person's needs are identified as requiring support or planning using a multi-agency approach and these support needs will last for a longer period of time.

As a school, we work closely with Psychological Services and regular meetings are held with the link Educational Psychologist to discuss progress and support for pupils. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Social Work Services.

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Where a child has English as an Additional Language (EAL) they will be supported within school and, where appropriate, by North Lanarkshire's Bilingual Services.

Care experienced 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. We have procedures in place to ensure that all care experienced children are closely monitored and supported.

Within Corpus Christi Primary, the Head Teacher takes overall responsibility for ensuring the careful monitoring and coordination of all additional support for learning. The Principal Teacher has responsibility for supporting the planning and delivery of support for learning interventions, working in collaboration with Class Teachers.

Parents and young people can request an assessment to establish whether a child or young person has additional support needs. This request should be formally made in writing to the Head Teacher, although parents can discuss concerns informally with the Head Teacher via telephone or making an appointment.

### **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 agencies 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 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.

### **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/carers and young people



through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve 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/carers 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

## 10

### School and Nursery Improvement Plan

All schools and nurseries in Scotland are required to devise an Improvement Plan as a means of supporting improvement and managing change. Following school and nursery self-evaluation of progress, including consultation with parents, pupils, staff and the wider community, and taking into consideration national and local priorities, key targets are identified and timescales agreed for reviewing progress.

In Corpus Christi we are committed to managing school change and school improvement and in ensuring improvements within the six key drivers identified within the Scottish National Improvement Framework:

-  School Leadership
-  Teacher Professionalism
-  Parental Engagement
-  Assessment of Children's Progress
-  School Improvement.

Priorities are agreed on an annual basis through a series of self-evaluation and monitoring with appropriate timescales given to identifying priorities for each new session based on the strengths and improvement needs of the school and nursery.

In Corpus Christi we are fully committed to raising attainment in Literacy and Numeracy and improving the Health and Wellbeing of all our children, in line with the priorities set out within Scotland's National Improvement Framework.

In our mission to raise attainment and improve wellbeing, the following priorities were agreed for session 2020-2021:

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Priority 1	Health and Wellbeing - Further improve and support the mental, social and emotional wellbeing of all children, ensuring equity for all.
Priority 2	Raising Attainment - Further develop approaches to quality learning and teaching in Literacy and Numeracy to raise attainment.
Priority 3	Digital Literacy - Establish a digital pedagogy, which engages learners and families, and delivers a high quality learning experience for all.
Nursery	Developing a quality setting and quality early years' experience. Creating a quality indoor and outdoor environment with more opportunities for loose parts play, improved Health and Wellbeing opportunities and including child led planning.

Priorities for session 2021-2022 will be agreed in May 2021 following thorough school and nursery self-evaluation.

Copies of the School and Nursery Improvement Plan and School Improvement Report are available on request at the school office. We issue a summary to parents on an annual basis.





## 11

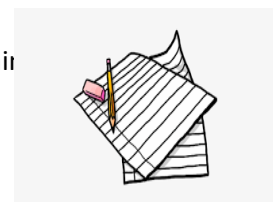
### Homework

Each child receives some homework each week. At the infant stage this will usually involve reading and common word/phonics practice. As children progress through school, homework will normally take the form of a Numeracy/Maths or Literacy based activity. Opportunities are also given for research and use of technology.

Homework can form a useful link between home and school allowing parents to know the type and stage of work in which their child is engaging in.

There are four underlying objectives:

-  to encourage children to become independent learners
-  to provide parents with an opportunity to share in their child's learning
-  to provide opportunities to celebrate achievements
-  to consolidate learning in the classroom.



## 12

### School Ethos

In Corpus Christi, we aim to achieve the national standard of Getting it Right for Every Child (GIRFEC). We want all children to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). Together with our aspiration to develop Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors, the SHANARRI wellbeing indicators guide us to ensure we are Getting it Right for Every Child.

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We recognise parents as the first educators in their child's life and along with parents and clergy, we support children in preparing for the Sacraments of Reconciliation, First Holy Communion and Confirmation.

<b>Primary 3</b>	<b>Sacrament of Penance / Reconciliation</b>
<b>Primary 4</b>	<b>Sacrament of Holy Eucharist/First Holy Communion</b>
<b>Primary 6 and 7</b>	<b>Sacrament of Confirmation (celebrated every two years)</b>



Whole school, class and stage assemblies, celebrations and prayer services play an important part in bringing our school community together and provide an opportunity for the children to share faith learning with the wider community. We attend Corpus Christi Church regularly for Mass and many parishioners join us in this celebration.

Parents/Guardians 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 absence.

## 14

### Extra-Curricular Activities

Each year children are able to participate in a number of extra-curricular activities. These may include football, netball, athletics, dance, swimming (P5 annually), ceilidhs, school discos and Eco to name a few. We continually review the opportunities we provide and ensure consultation with pupils, staff and parents to help us build upon the many activities offered.

When able to, we aim to enhance the children's learning experiences through a variety of additional opportunities out with the classroom and school. Some of our more recent visits have been to The Tall Ship, Glasgow Science Centre and Summerlee Heritage Centre. Following consultation with parents and children, we aim to ensure effective use of the surrounding area of Calderbank with its rich history. We also encourage and request support of external agencies, charities and professionals who can come into school to deliver curriculum based workshops. We always welcome offers of expertise from any of our parents and families to enrich the learning experiences of our children.



## 15

### **Freedom of Information**

Freedom of Information (Scotland) Act 2002 came into force in 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 Coordinator can be contacted by telephone on 01698 302484.

## 16

### **Data Protection**

#### **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 Kildonan Street, Coatbridge ML5 3BT.

##### **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 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,

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gender, address, family contact details (phone/email). 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 out with 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, assessment and planning 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 e.g. of attendance, absence, attainment 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.northlanarkshire.gov.uk/index.aspx?articleid=15003>




Or you can request a hardcopy of this from Education and Families, Kildonan Street, Coatbridge ML5 3BT.

### **Your Rights Under GDPR**

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 what 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
-  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.

The Council's Data Protection Officer	
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.	
Data Protection Officer (DPO)	

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Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to <a href="mailto:AlTeam@northlan.gov.uk">AlTeam@northlan.gov.uk</a>

<b>The Information Commissioner</b>
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You also have the right to complain to the Information Commissioner about the way the Council has handled your rights or 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).
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Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>

### Transferring Educational Data about Pupils





Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the 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 do 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 educational 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 the GDPR. We also comply with the National Statistics Code of Practice requirements and other

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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 data. Fuller details of the uses of pupil data can 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 email [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.

### **Want More Information?**

Further details about ScotXed data exchanges are available on the ScotXed website,

<http://www.scotxed.net>

## **17**

### **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. Mary McCreery (Head Teacher)**

**Telephone number: 01236 794843**

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## 18

### Adult Protection

The Council has 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 or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

**Adult Protection Co-ordinator is: Mrs. Mary McCreery (Head Teacher)**

**Telephone number: 01236 794843**

## 19a

### Promoting Positive Relationship and Behaviour

At Corpus Christi Primary we operate a restorative, nurturing approach towards promoting positive relationships. Our system is based on upholding positive and respectful relationships, providing encouragement and recognition of positive behaviour, as well as recognising the need for consequences for those who digress from positive actions. We operate a wide variety of promoting positive behaviour strategies to support all children.

#### Sticker Cards

Every child in the school has a sticker card. There is a weekly sticker time from the Head Teacher for demonstrating positive behaviours and engaging in the four capacities of Curriculum for Excellence: being responsible citizens, successful learners, confident individuals and effective contributors. Praise and encouragement are used at all times and positive attitudes to school life are promoted in class, during assemblies and in the daily life of the school.

Children receive merit badges to recognise when they have achieved a given number of stickers.



10 stickers – **red merit badge**

20 stickers – **yellow merit badge**

30 stickers – **green merit badge**

40 stickers – **blue merit badge**



Upon receiving a merit badge, your child will be added to our recognition board and a letter sent home to parents to celebrate success. Each year pupils are consulted on a preferred 'special event' for achieving all four merits in an academic year. This is not a competitive system but more an opportunity for children to have a one to one conversation with the Head Teacher each week to

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recognise and celebrate individual achievements. It is based on achieving individual targets based on individual needs.

### Weekly Certificates

Each week at assembly children are nominated by their class teacher to receive a certificate based on successful learning, being a responsible citizen, being an effective contributor or a confident individual. The certificate is also sent home to celebrate success with family members.



### Promoting Positive Play

In recognition of positive playground behaviour, children are nominated each month by support staff to join the Head Teacher for a tea party.

### Restorative Approach to Supporting Behaviour

Children follow school values and behaviour expectations, which are promoted widely in our school and further developed with each class teacher. They are age appropriate, reasonable and practical. When children are disrespectful, disrupting learning for themselves or others or endangering health and safety they will be guided and supported to help them understand there are consequences to such behaviours. Time is given with the Head Teacher or Principal Teacher to discuss the choices made and to explore alternatives as a route towards changing behaviour and restoring relationships. This may involve some time being supported away from class or the playground environment where children are given time to reflect on their conduct and choices before returning to class or the playground. If incidents are consistent, or of a serious nature parents will be contacted for further support.

## 19b

### Anti-Bullying

It is every child's right to feel safe, happy and to be free from any discriminatory behaviour. In 2016, North Lanarkshire Council revised the Anti-Bullying Policy, incorporating the requirement for formal recording and reporting of all discriminatory behaviours within educational establishments. In Corpus Christi Primary we follow these guidelines and the guidance issued by 'Respect me'- Scotland's National Anti-Bullying advice forum.

The impact of bullying behaviours will differ for each child. It is often the signs of bullying behaviour and the impact on the child that will give rise to concern, intervention and support. Parents and

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carers have a significant role to play in helping to address bullying behaviours. For this reason any anti-bullying strategy must stress the importance of partnership with parents and carers.

In many instances the impact of bullying will be seen at home before in school, therefore parents/carers should contact the school as soon as possible. These concerns will be treated in a confidential and sensitive manner.

## 19c

### Supervision in Non-Class Times

During non-class times (including instances of inclement weather) children are supervised by Classroom Assistants, Additional Support Needs Assistants, Janitors and, when possible, members of the Leadership Team.

In line with the ethos of Curriculum for Excellence, our Primary 7 pupils are involved in mentoring younger pupils and are therefore available during non-class times to offer support.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Classroom Assistants, Additional Support Needs Assistants and Janitors provide supervision of the playground as well as the Head teacher and Principal Teacher when available.

Our Janitor has a presence in the playground 10 minutes prior to the start of the school day, at morning intervals and at lunchtime. In addition, our Classroom Assistants are in the playground areas to ensure that positive interactions are being observed at all times and that children are playing happily and safely together. The Principal Teacher and Head Teacher also provide a presence in the playground areas when possible.

During inclement weather the school doors will open at 8.50 am and children may go to the school hall. However, due to staffing availability before 8.50am, there is limited supervision during this time and parents are requested to arrange children's arrival as close to the bell as possible. With the exception of children attending Breakfast Club, supervision before 9am is at the discretion of the Head Teacher and dependant on availability of staff.

## 20

### Home, School / Community Links

At Corpus Christi Primary School we strive to work in partnership with parents and carers. We recognise the value of partnership working and seek ways to fully involve you in the education of your child. We also recognise that you will have many other commitments in your lives and so we strive to provide a range of opportunities from which you can select the most appropriate ways to be involved in your child's education.

We have the active support from many of our parents. There are opportunities to help with educational outings and the organisation and running of events to raise funds for the school; we always welcome offers of support where possible.

We use a variety of ways to communicate information to parents and provide support where required such as:

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- 🛡️ **Open Door Policy** – the leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment
- 🛡️ **Newsletters** – sent out on a regular basis to keep parents informed about the work of the school
- 🛡️ **Letters** – further information which requires a response may be sent out in letter form
- 🛡️ **Twitter and school blog** – to share achievements and regular school updates
- 🛡️ **Text Messaging** – you may receive text reminders about events/school closures etc.
- 🛡️ **Meetings** -There are various opportunities throughout the year when parents can discuss their child's progress with the Class Teacher and view their child's work.

Where possible, opportunities are provided throughout the year to visit our school and enjoy celebrating your child's successes. Our usual practice is to have annual school shows, coffee morning events and curricular events.

In Corpus Christi we have a very active and supportive Parent Council who provide invaluable support to our school. The Parent Council meet on the first Monday of every month at 6.30pm. These meetings are open to all parents and carers. A copy of the confirmed dates can be obtained from the school office.

Every opportunity is taken to foster links with the local community and to encourage members of local businesses to take an interest in the school. Strong links have been established with local charities and the children and staff are fully committed to supporting our local community.

## 21

### Attendance at School

Section 30 of the 1980 Education Act places a duty on every parent/carer 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/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school 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 to the school. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.



Parents/carers should be asked to 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 or 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/carers should inform the school by letter of the dates before going on holiday.

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

A family holiday judged to be important to the 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/carers may request permission for such leave in writing and the school may authorise such requests under the following:

-  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 unexplained 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. A statement of the school's policy including procedures for the enforcement of attendance is available upon request.

## 22

### 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 Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

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 symbolism 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 in particular for alcohol or tobacco
- ❖ could be used to inflict injury to other pupils or to be used by others to do so.

Pupils attending Corpus Christi Primary School dress for success and all wear school uniform.

This uniform is:

- ❖ White shirt
- ❖ School tie – elasticated version available
- ❖ Grey skirt/trousers/pinafore
- ❖ Grey school sweatshirt/jumper/cardigan or tank top
- ❖ Sensible dark shoes/footwear



Our uniform can be purchased from Scotcrest Uniforms:

62 Clark Street  
Airdrie  
ML6 6DW  
  
01236 768686

<https://scotcrestschoools.co.uk/Find-Your-School/North-Lanarkshire/Corpus-Christi-PS>





It is preferred that children wear black shoes rather than trainers to school. All children should have a pair of soft shoes, which are kept in school for indoor wear and to wear for P.E.

Parents/carers 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 requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families.

Information and application forms may be obtained from any school or First Stop Shop.

Parents/carers 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 (with an income below £610 per month), Housing Benefit or Council Tax Reduction. Application forms can also be downloaded from the council website

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

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 may be deemed to be a serious challenge to the Head Teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a Head Teacher may 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/carers 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/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

**Please make sure that all articles brought to school are clearly marked with your child's name.**

## 23

### School Meals

Our school operates a breakfast service which starts at 8.15am each morning. Children have the choice of cereal, toast and water. For lunch the kitchen provides a choice of snack and main meals, and either a starter or dessert.

The children are provided with a three week menu which changes twice a year. Each morning the children select their choice for the day and are given a corresponding coloured band to ensure that they receive the correct meal. Children also have the option of bringing a packed lunch to school.

Our school operates a 'Cashless' system where parents can add funds using our parent portal.

<https://parentsportal.scot/home/>

Children of parents receiving Income Support, Universal Credit, Job Seekers 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 may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Application forms can also be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

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## **Special Diet Procedures**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) 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 food 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.

For information, a vegetarian option is available on a daily basis.

## **Early Years Provision**

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), are 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.

Children attending the Nursery have the opportunity to have small snacks throughout the day.

# 24

## **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, parents/carers 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 the Council's 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/carers and young people to make a placing request to attend a school/establishment belonging to another authority.

## 25

### Transport

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment 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/carers who consider they are eligible should obtain an application form from the school or 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/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent/carers 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.

#### Placing Requests

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 a child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy as stated above.



## 26

### Medical and Health Care

The medical examination of children at school is undertaken at the early stages- normally in the first year of primary education, then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children, although they may choose instead to go to their family dentist. Children who are thought to have sight, speech or hearing problems may be referred to the appropriate service by the Head Teacher where any necessary tests may be carried out by qualified staff – naturally, parents are informed before any referral. Parents should always inform the school of any medical problems, which may affect their child's schooling or if their child needs regular medical treatment.

On occasions it may be necessary for a child to be taken home due to ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an **emergency contact** that can be reached by **telephone** should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

If a child requires medicine during the school day, please contact the school so that arrangements can be made regarding the administration of medicine. The Council's consent form must be filled in before any medicine can be administered.

A record will be kept in school of the dates and times when medicine has been administered and all medicines, clearly labeled with the child's name, will be stored appropriately.

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 arrangements 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.

## 27

### Information in Emergencies

We make every effort to maintain a full educational service, but on some occasion's 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

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letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and twitter







## 28

### Parent Forum and Parent Council

#### Parent Forum

As a parent/carer 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.

#### The Parent Council

Parent Councils came into force from 1st August 2007. The Head Teacher is the professional adviser to the Parent Council. All correspondence should be addressed to the school office.

The Parent Council's rights and duties include:

-  supporting the work of the school
-  representing the views of parents/carers
-  consulting with parents/carers and reporting back to the Parent Forum on matters of interest
-  promoting contact between the school, parents/carers, pupils, and the wider community
-  fundraising
-  taking part in the selection of senior promoted staff
-  receiving reports from the Head Teacher and education authority
-  receiving an annual budget for administration, training and other expenses
-  improving home school partnership and facilitating parental involvement.

The current Parent Council office bearers are:

Chairperson	Mrs. L. McIllduff
Vice Chairperson	Miss. K. McGraith
Parent Member	Mrs. C. Symmington
Parent Member	Ms. S. McAllister
Parent Member	Mr. R. Brown
Parent Member	Mrs. M. Logan



Parent Member	Mrs. C. McCusker
Parent Member	Mrs. M. Batchelor
Parent Member	Ms. K. McGuinness
Co-opted Church Member	Mr. B. Skeffington
Staff Representative	Mrs. K. Campbell
Clerk to the Council	Mrs. A. Ogilvie
Advisor to Parent Council	Mrs. M. McCreery

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.

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

An electoral roll is established. This is a list of the names and addresses of parents of children at the school, both Primary and Nursery. All those whose names appear on the list (on a date fixed by the Authority) will be entitled to vote and stand for election. This list of names is confidential and will only be used for Parent Council Election purposes

Children have the opportunity to contribute to the work of the Parent a Council and a Pupil Council is supported within our school to represent our pupil voice.

## 29

### Useful Names and Addresses

#### Assistant Chief Executive

Mr. Derek Brown  
Education & Families  
Civic Centre  
Motherwell ML1 1AB  
Tel: 01698 812336

#### Chief Executive

Mr. Des Murray  
North Lanarkshire Council  
Civic Centre  
Motherwell ML1 1AB  
Tel: 01698 812222

#### Community Education Area Office

Victoria Community Centre  
Queen Victoria Street  
Airdrie ML6 ODL  
Tel: 766733

#### Leader of the Council

Councillor James Logue  
Civic Centre  
Motherwell ML1 1AB  
01698 302416

#### Councillor Michael Coyle (SNP)

Civic Centre  
Motherwell ML1 1AB

#### Learning & Leisure Committee

Convener of Education  
Frank McNally  
Tel: 01698 302416



**Councillor Paul Di Mascio (SNP)**

Civic Centre  
Motherwell ML1 1AB

**Councillor San Watson (Cons)**

Civic Centre  
Motherwell ML1 1AB

**North Lanarkshire Council**

Area Office  
Willowbank House  
Stirling Street  
Airdrie  
Tel: 01236 763322

**Education Manager**

Mrs. Jan McCrone

North Lanarkshire Council  
Municipal Buildings  
Kildonan Street  
Coatbridge ML5 3BT  
Tel: 01236 812236

**Continuous Improvement and Integration Lead**

Mrs. L. McAllister

St Andrew's High School  
9 Old Monkland Road  
Coatbridge  
ML5 5EA

**Early Years Quality Officer**

Mrs. R. Eglinton

**Social Work Office Airdrie**

Coats House  
Gartlea Road  
Airdrie ML6 9JA  
Tel: 01236 757000

**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: Tel: 0845 123 2303  
[info@enquire.org.uk](mailto:info@enquire.org.uk)  
[www.enquire.org.uk](http://www.enquire.org.uk) (for parents and practitioners)

**NHS Lanarkshire**

Airdrie Health Centre  
Airdrie  
Tel: 01236 772200

**Resolve:**

Tel: 0131 222 2456

**Scottish Independent Advocacy Alliance**

Mansfield Traquair Centre  
15 Mansfield Place  
Edinburgh EH3 6BB  
Tel: 0131 3138844  
[enquirey@siaa.org.uk](mailto:enquirey@siaa.org.uk)  
[www.siaa.org.uk](http://www.siaa.org.uk)

**Reference to Additional Support Needs Tribunal (Scotland)**

Health and Educational Chambers  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street  
Glasgow  
G2 8GT  
0141 302 5860





## 30

**Glossary of Specialist Terms**

Term	Definition
Curriculum	The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Science, etc.
Ethos	This term relates to the specific characteristics of the school.
Transition	This term relates to the movement of children from nursery to primary, or primary to secondary but also relates to movement across stages within primary.
Achievement	Achievements are successes children have in their lives. Examples might be sports awards, musical achievements or contribution and participation in school and out of school activities.
Attainment	This is the formal measure of academic ability.
Catchment	This refers to the area surrounding the school. Each child will have a local school depending on their location.
Enrolment	The process of joining a school.
In - service	This is a day when the school is closed to pupils. Staff participate in meetings, preparation, planning and training.

## 31

**Qualifying Statement**

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt 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 are required by law 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.

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**We wish to welcome you to our school and look forward to working in partnership with you as a community of faith and learning!**



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