



Gartcosh Primary School



Handbook 2026/2027

Gartcosh Primary School
By P1a JF



Education and Families



Imagine with all your mind. Believe with all your heart. Achieve with all your might.



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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 action in response to Child Protection concerns.

If there are any Child Protection concerns, the Head Teacher or the Child Protection Coordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

*The Child Protection Coordinator is: ALISON McFARLANE, Head Teacher
Phone number: 01236 794892*

Introduction

Dear Parent/Carer,

It gives me great pleasure to welcome you to Gartcosh Primary school. As head teacher I am committed to the continued success of the school and I am determined that the school will continue to build on its excellent reputation and continue to flourish and build on its position at the heart of the Gartcosh Community. I take pride in the fact that this is a happy and industrious school with a real sense of team spirit where children are at the centre of everything we do. Together with your support and the dedication and commitment of the staff, we will do our utmost to provide an outstanding education to help every student achieve their ambitions. We are a supportive and inclusive community, working for the needs of all our members.

In Gartcosh Primary we strive to enrich the learning environment and the opportunities for our young people. We pride ourselves on our warm, caring ethos and for the way in which we celebrate every child's uniqueness. We have high expectations for all our children in terms of their work and behaviour, offering both challenge and support, to enable them to achieve their very best. We have high hopes for all our pupils and it is important to us that children enjoy the time they spend here. We work hard to provide a positive, nurturing learning environment for all children to enable them to achieve their potential and be the best that they can be. We want them to have the best possible start in life and help them to acquire the skills, knowledge, understanding and ambition to prepare them for life beyond the classroom. We want all of our children to achieve their very best. Our aim is to provide children with rich and memorable learning experiences, and to foster a love of learning, so that our children become successful learners, confident individuals, effective contributors and responsible citizens. We are very proud of our school, of its commitment to high standards and of its inclusive ethos.

This year will be a very special year for the school with the move to a brand new building, Gartcosh Community Hub. A venture that we are all very excited to be part of. Our new build will bring new opportunities both within the primary school and with the addition of a nursery and a Language and Communication Unit. Staff and pupils are already making preparations and, along with colleagues in NLC are working hard to make the new school build on the ethos, environment and centre for learning that exists within our school now.

We are very proud of our young people and their achievements here in school and will build on this with the increased opportunities that the new school will bring.

Community is at the heart of our school and communication is at the heart of how we engage with our parents and carers. We know that it will help our children to succeed to have frequent and open communication and we do our best to ensure open planned and reactive communication with our families. To that end we value home contact and would encourage you to be in touch if at any time you have a concern. We hope that in taking the time to read our handbook as a parent, carer or prospective partner and member of our community that you will support our endeavour in this as we strive to get Gartcosh Primary School right for all of our young people and make this a great place to go to learn, work and achieve.

We look forward to meeting you.

Yours Sincerely

Alison McFarlane

Head Teacher



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Gartcosh Primary Vision and Values

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens who are resilient, successful and responsible members of the community.

Our motto is

*Imagine with all your mind.
Believe with all your heart.
Achieve with all your might.*

Our vision is to create for our children and community a life built on success, self-discovery, resilience, passion for learning and skills for life. We are concerned with the development of the whole person: intellectually, physically, emotionally, socially and spiritually. We emphasise the dignity of the individual and promote kindness and respect for others as individuals of worth.

Our Values are expressed as follows

- G We value **growth mindset**. We set ourselves goals, never give up, we work hard and keep on trying.
- A We value **aspiration**. We set goals and work hard to achieve them.
- R We value **respect** for ourselves, for others and for our local and global community
- T We value **teamwork**. By working co-operatively we can achieve even more, we can help each other to be the best we can be!
- C We value **caring**. We are kind to ourselves and to others.
- O We value **others**, our parents, family and community and how we can support each other. We celebrate differences and learn from those around us.
- S We value high **standards** of behaviour, and respect people and property.
- H We value **happiness**. Our school should be a happy place to be where everyone feels safe.



Gartcosh Primary
School
By P1b AL



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School Information

School name	Gartcosh Primary
Address	Lochend Road Gartcosh GLASGOW G69 8AB
Phone number	01236 794892
Email address	enquiries@gartcosh-pri.n-lanark.sch.uk
Website	www.gartcosh-pri.n-lanark.sch.uk

Associated Secondary	Chryston High School Lindsaybeg Road Chryston GLASGOW G69 9DL 01236 757687
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Stages covered	Primary 1 - 7
Present Roll	277

Present Class Structure	Primary 1a	18	Primary 1b	17
	Primary 2a	18	Primary 2b	20
	Primary 3a	29	Primary 3b	24
	Primary 4	21	Primary 5/4	23
	Primary 5	25	Primary 6	31
	Primary 6/7	25	Primary 7	26

In Scotland class sizes are set to the following limits:

Primary 1 is limited to 25 children, In primary 2 -3 class size is limited to 30 children and in primaries 4 -7 the limit is 33 children. As almost all stages within the school are above these limits, the school has then created composite classes. The class size limit in a composite class is 25 children.

Planning Capacity

The school has a permanent planning capacity of 188 pupils and a working capacity of 182 pupils. In addition to this the school has access to 120 temporary spaces. These are not included in the capacity calculations because of their temporary nature.

Denominational Status	Non-Denominational
Co-educational Status	This school is co-educational



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Letting procedures

Application for lets of school premises should be made to:

Community Facilities Section
Coatbridge Community Centre
9 Old Monklands Road
Coatbridge
ML5 5EA

Telephone: 01236632778

Email school&facilitybookings@culturenl.co.uk

Composite Classes

Composite classes are made up of children from more than one stage, e.g. P.1/2 class will consist of children from both P.1 and P.2. From time to time it may be necessary to form composite classes as described in the definition above. Please be assured that, as in every class, children will work in accordance with their needs and abilities.

Staff

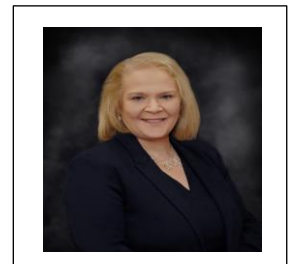
Part of the National Agreement, "Teaching Profession for 21st Century", stated that the maximum class contact time for teaching staff be reduced to 22.5 hours allowing 2.5 hours non-contact time from August 2006. Release from class will be timetabled on a weekly basis.

Management Team

Head Teacher: Alison McFarlane

Remit:

Overall responsibility for the management of the school
Formulation and monitoring of school policies
Structure and balance of the curriculum
Raising Achievement and attainment for all
Learning and Teaching
Self-Evaluation
Child Protection coordinator and GIRFEC Named person
Supporting Learning
Curriculum for Excellence curricular programmes across learning: particular development linked to Improvements in Literacy
Planning for and assessment of learning
Improvement Planning: School Improvement Plan, School Improvement Report
Promoting Inclusion
Whole school discipline and ethos
Staffing: Appointment and deployment of all staff
Professional review and Development of staff
Development of staff roles.
Coordinator for student teachers
Coordinator for Probationers
Tracking & Monitoring: Forward plans, learning and Teaching, class work, pupil progress and through self- evaluation
Management of resources: DSM Budget, School Building, School fund
Health and safety, School security
Adviser: Parent Council, Parent Association, Pupil Groups
Liaison: Associated Pre 5, Primary and Secondary establishments



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Psychological service
Visiting Services
Social Services and Partnership Agencies
Communication: Newsletters, School Handbook
All other management issues.

Principal Teacher: Shona Fisher

Remit:

Teaching Commitment, if required
Pastoral Care and Support
Positive Behaviour Management
Assembly Management and Guidance of Colleagues
Working to support development of the Curriculum: Literacy
Quality Assurance
Working Directly with Pupils In need of additional support – class based and on an individual basis.
Parent Council Representative
Working with parents as partners
Management and organisation of Extra Curricular Activities
Liaising with external Agencies in relation to additional support for Learning.
Deputising for Head Teacher
Management of additional Support for Learning
Training in Child protection for staff
Training in Child protection for partners working within the school.



Principal Teacher : Stephanie Caldwell

Remit :

Teaching Commitment, if required
Pastoral Care and Support
Positive Behaviour Management
Assembly Management and Guidance of Colleagues
Working to support development of the Curriculum: Numeracy and Mathematics
Quality Assurance
Working Directly with Pupils In need of additional support – class based and on an individual basis.
Parent Council Representative
Working with parents as partners
Probationer Support
Liaising with external Agencies in relation to additional support for Learning.
Deputising for Head Teacher



Teaching Staff as at session 2024/2025 (December)

Mrs. Alison McFarlane	Head Teacher
Mrs. S Fisher	Principal Teacher
Miss S. Caldwell	Principal Teacher
Mrs. S. Webb	P1a
Mrs. Z. Ahmer	P1b
Miss. E. Burns	P2a
Mrs. E. Ritchie	P2b
Mrs. P. Wells	P3a
Mrs. A. Hyland and Mrs E. Hay	P3b
Ms. K. Simpson	P4
Mrs. L. Hay	P5/4
Mrs. N. Chalmers	P5
Mrs. L. Murray	P6
Mrs. D. Anderson	P6/7
Mr. M Devine	P7
Mr. A. Leggate	Additional Support
Mr. S. Naismith	NCCT Cover



Non-Teaching Staff

Mrs. V. Stewart	Office Manager
Mrs. N. Weir	Clerical Assistant
Miss. E. McLaughlin	Classroom Assistant
Miss. R. Carlin	ASN Assistant
Mr. S. Craig	Janitor
Mrs. C. Sinclair	Catering Assistant
Mrs. F. McCready	Cleaner Supervisor

Total Number of Staff – 14.08 FTE Our staffing is supported and enhanced by NLC this session.



Gartcosh Primary School Staff
By P1a EC

School Hours

The school opens each day at 9.00am and closes at 3.00pm. Our Primary 1 children will attend full time from first day of the session.

Open	P1-7	9.00 am
Break	P1-7	10.30am - 10.45 am
Lunch	P5-7	12.00 – 12.45pm
	P1-3	12.15pm – 1.00pm
Close		3.00 pm



Supervision in Non-class Times

During non-class times children are supervised by Classroom Assistants, Janitor, office staff and members of the Management 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 give support.

An adult presence is provided in playgrounds from 8:45a.m and at break times in terms of the Schools (*Safety and Supervision of Pupils*) (Scotland) Regulations 1990. In Gartcosh, our SMT, Janitor, Classroom Assistants and Additional Support Needs Assistant provide supervision of the playground.

Out of School Care

After school care linked to the school is called FAST. The children are cared for in Gartcosh Community Centre. If attending after school care, children will be collected from the school hall at 3.00pm. For further information on After School Care please contact:

FAST on 07824884601 or email: Rhonda_fast@hotmail.co.uk

Parkview Nursery and Out of School Care Tel: 0141 471 4446 or email:

parkviewoutofschool.chryston@gmail.com

Local childminders contact numbers are:

Beverly Marshall - 07514 216863

Other childminders contact numbers may be available. Please contact the school office for information



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Enrolment

Children who are starting school for the first time are normally enrolled or registered in January. Advance notice of the actual dates will be placed in the local press and information will be available from local nurseries and playgroups. Notice is also given through school newsletters and website. Parents and carers of children who turn five between 1 March 2026 and 28 February 2027 should register during the week starting Monday 12 January to Friday 16 January 2025 for starting primary 1 in August 2027.

Parents wishing to visit the school should contact the Head Teacher, to arrange a suitable appointment time. Parents who need a place for a child at any other time of the school year should contact the Head Teacher to discuss availability and to make arrangements to visit the school.

When enrolling your child at school you are asked to bring with you the child's birth certificate and a council tax bill to show proof of address. Staff will be able to discuss your child's needs at the enrolment and will follow up with you between February and June. Three school transition events will also be arranged to support your child's move from nursery to school.

You can learn more about choosing a school for your child on the Scottish Government website.

Parents and carers who intend to defer entry for their child to primary school and wish for an additional year of funded early learning and childcare should register their child for school as described above and complete the deferred entry form. This document is available from the school and on the Deferred entry to primary school page.



Early Years Entitlement

From September 2020, all eligible two year olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), will be entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement

Equal Opportunities and Social Inclusion

Equal opportunities are provided for every child in every subject regardless of religion, sex or ethnic background and the school takes steps to ensure that the North Lanarkshire policy on inclusion is implemented where possible. The school's commitment to eliminate unlawful discrimination and promote equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service's Equality and Diversity Policy 2018 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024.

Gartcosh Primary School is committed to eliminating all forms of discrimination including disability, gender and religion; promoting equality of opportunity and good relations. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

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 parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to a primary school does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the primary school Head Teacher.

Further information on placing requests details and procedures is available from the school or the council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 to make a placing request for their child or young person to attend nursery (including partnership nursery), special school or special



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class managed by the home authority. *In the event of a successful placing request the authority are not required to provide transport.*

The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

Transition from Nursery

We have developed close working partnerships with our partner nurseries to ensure a smooth and purposeful transition for all children and parents. Staff in Nursery and Primary share learning experiences and children's work. Our staff will visit the local nurseries and we do our best to visit nurseries outwith our catchment area to support all of the children who will be joining our school.

Like our cluster schools we have developed a nursery programme based on a book called "The Everywhere Bear", which allows all local nurseries and primary schools to have a shared learning experience.

We have a broad transition programme. We aim for children to meet their teacher and become familiar with the school environment. Children and parents will also be asked to come and try school lunches, visit the school and meet staff. The children will also have the opportunity to meet their buddies. There will also be an opportunity for parents to hear more information about the school, our uniform and what the first days and weeks will be like.

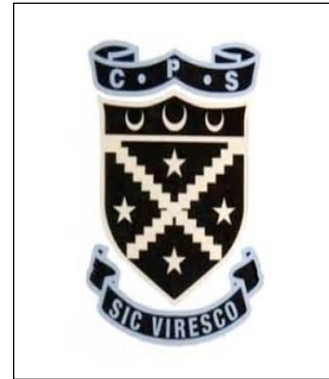
Transfer from Primary to Secondary

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 no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from Gartcosh Primary normally transfer to: -

Chryston High School
Lindsaybeg Road
Chryston
GLASGOW
G69 9DL
Tel: 01236 757687

Gartcosh Primary has very good relations with Chryston High and its staff and pupils. Links are strong in curricular continuity and transition procedures and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents. For some children this will also involve an enhanced transition to secondary school, allowing both children and parents additional time to make the transfer, build confidence in new surroundings and prepare for the new challenges of secondary school. Gartcosh Primary staff will notify parents of any child deemed to need an enhanced transition and co-ordinate meetings between primary and secondary.



School Improvement

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils and staff, and taking into consideration national and authority targets, priorities are identified. Below are the school's current priorities, some of which will continue into session 2024-2025

Improvement Plan Summary	
School Priority 1:	All learners will benefit from reviewed assessment calendar by June 2026. This will allow all staff using the data to inform planning within school and allow most children increased opportunities for increased pace and challenge.
School Priority 2:	<p>Almost all learners will experience high quality feedback in most literacy lessons by June 2026 allowing almost all learners to set personal learning targets within literacy.</p> <p>This target (year two of a priority) will consolidate Feedback and Questioning to ensure consistency across the school, deepen practice and extend feedback through peer and self-assessment</p>
School Priority 3:	All staff will engage with training based around Neurodivergent Awareness and Behaviour Management by June 2026 in preparation for a new school move which will include an LCSC and Nursery.

Moving forward the priorities for the session 2026-2027 will include a review of the school curriculum and supporting skills across learning to support a move to a new school. This will involve consultation with all stakeholders.

We undertake rigorous self-evaluation processes with staff and children and look to increase this to more fully involve the parent forum. The results of our evaluations informs our improvement priorities for the next academic session. These priorities are issued to parents at the start of each new session. Similar activities take place at a cluster level.

Annually we produce a school improvement report, which details the improvements and developments the school has made. This report also has an impact on our future priorities. We issue a summary of this report to parents annually and copies are available from the school office on request. Further information on national developments can be found at www.educationscotland.gov.uk

H.M.I.e.



H.M.I.e. completed an inspection of Gartcosh Primary in October 2017. Parents can access this online at www.hmie.gov.uk.



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What is Curriculum for Excellence?

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

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

- a successful learner,
- a confident individual,
- a responsible citizen and
- an effective contributor,

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

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

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

The opportunities for learning and teaching are governed by the Four Contexts for Learning which ensure that the education your child receives is informative, 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 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 earlier or later dependent on ability):

Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third and Fourth	S1-S3
Senior Phase	S4-S6 and other forms of study



What is the Broad General Curriculum?

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.

Curricular Areas and Subjects

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

The eight curricular areas are: -

Expressive Arts	Mathematics and Numeracy	Social Studies
Health and Wellbeing	Religious and Moral Education	Technologies
Language and Literacy	Sciences	

The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.



How will my child's learning be assessed?

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

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, 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.



In Gartcosh Primary School assessment is an integral and ongoing part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine.

In all classes children record experiences and progress in various ways. Activities can be viewed and comments added through our Twitter site. At other times, standardised assessments may be used to help teachers assess pupil progress, to identify any strengths and diagnose any barriers to learning. All parents will receive a brief written school report each year in May/June. This will indicate pupil's progress in all areas of the curriculum. There will also be two parents progress meeting one in October/November and one in February/March.

Parents may request to speak with a class teacher at any time throughout the school year. Jotters are sent home at the end of each month. These alternate between literacy jotters and maths jotters and allow parents and carers to see the work that is taking place in class.

To support a better understanding of the curriculum there is a primary one workshop in January which helps to support the literacy programme and shares the activities and learning that takes place in the classroom. Further workshops are also planned for different stages across the school.

For some areas of the curriculum children are also supported by outside agencies and visiting specialists. In Health and Wellbeing parents will be lettered prior to any work or discussion on sexual health and relationships and be given an overview of the intended learning.

The school also uses 3 themed weeks across the year. This helps us focus on particular aspects of the curriculum and supports whole school involvement and interactions across stages. These weeks take place in October (STEM), January (Scotland) and April (Awareness Week). Although aspects of these areas are carried out across the year, the specific themed weeks allow for a more intensive approach.



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Capacities of Curriculum for Excellence

At Gartcosh Primary we are continuing to develop our implementation of Curriculum for Excellence to ensure all pupils achieve their full potential and become:

[Successful Learners](#)

[Confident Individuals](#)

[Responsible Citizens](#)

[Effective Contributors](#)

Successful Learners

The 3-18 Curriculum aims to enable all young people to become Successful Learners with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and make them able to:

- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Confident Individuals

The 3-18 Curriculum aims to enable all young people to become Confident Individuals with:

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and make them able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

Responsible Citizens

The 3-18 Curriculum aims to enable all young people to become Responsible Citizens with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life



and make them able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Effective Contributors

The 3-18 Curriculum aims to enable all young people to become Effective Contributors with:

- an enterprising attitude
- resilience
- self-reliance

and make them able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems



We celebrate our achievements every week at our school gatherings, hall times and weekly assemblies.

Learning and Teaching

At Gartcosh Primary the curriculum is planned to provide a well-balanced curricular programme which will give equal status to Mathematics, Languages, Sciences, Social Studies, Technologies and Expressive Arts. Religious and Moral Education and Health and Well Being are very important aspects of the 3-18 curriculum where multi-cultural emphasis is introduced into classroom teaching.

The curriculum is taught in a cross curricular or interdisciplinary manner to allow pupils to understand the links to life skills and use their knowledge and skills across their learning. We do however, teach aspects of the curriculum in a discrete manner, when a focus on specific skills is required.

Active, engaging learning is central to the teaching approach at Gartcosh Primary, we therefore ensure this is an integral part of all subjects.

The Curriculum for Excellence

Our curricular areas consist of the following:

Health and Wellbeing

- Mental & Emotional Wellbeing
- Social Wellbeing
- Physical Wellbeing
- Movement & Skills
- Nutrition
- Safety & Hygiene

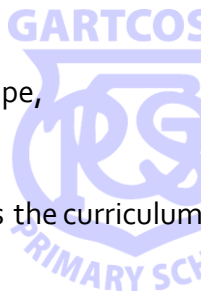


Languages (Literacy)

- Listening
- Talking Reading
- Modern Languages (German and Gaelic)
- Writing
- Literacy across the curriculum

Mathematics (Numeracy)

- Number, Money and Measure, Shape,
- Position and Movement
- Information Handling
- Numeracy and Mathematics across the curriculum



Sciences

- Planet Earth
- Forces
- Electricity & Waves
- Biological Systems
- Materials
- Topical Science

Social Studies

- People, past events & societies
- People, place & environment
- People, society, economy & business

Technologies

- Technological developments in society
- ICT to enhance learning
- Business Computing science
- Food & textiles
- Craft, design, engineering & graphics



Imagine with all your mind. Believe with all your heart. Achieve with all your might.



Expressive Arts

Art and Design
Drama
Music Dance



Religious and Moral Education

Beliefs
Values and Issues
Practices and Traditions



Literacy

Active Literacy

At Gartcosh Primary School we have implemented North Lanarkshire's Active Literacy Programme to raise attainment and develop literacy skills. Children are taught using Phonics, Spelling, Daily Writing and Guided Reading. A taught writing lesson also forms part of the weekly timetable.

As the children develop their reading skills, they progress using reading books split into different levels. Each child's progress will be at their own level using a range of texts. As children develop, reading will include more challenging text such as novels and chapter books. Each child will work on a variety of books/novels, class books, non-fiction, media and poetry each session.

We value the help from parents in encouraging children to read regularly and supporting the reading homework, hearing your child read and ensuring they have their book with them every day.

Writing

Pupils are involved in Daily Writing and taught writing using different genre skills. These are then used across different curricular areas and writing for a real-life purpose. All writing is part of our Active Literacy approach. Children are inspired to write from the books they are reading, their experiences at home, Interdisciplinary learning and their local environment.

Children need to express themselves in different written formats and for different purposes. They are given the opportunity to express their own ideas and opinions or for a more practical purpose, to learn the skills for letter writing, completing forms, etc. This is done within a context as this gives relevance to the tasks and children are motivated because they are interested and involved.

A number of methods are used to improve sentence structure, spelling, punctuation and use of vocabulary. These are not taught in isolation but are part of an integrated approach to ensure accurate and fluent expression.

Spelling

Rules and strategies for spelling are developed through the teaching of initial sounds and blending.

From Primary 1 children are taught using magnetic boards to Make, Break, Blend Say and Write



their words.

As the children progress through their learning, they will consolidate this learning by introducing new blends and understanding similarities and differences in groups of sounds.

Spelling is also taught through the introduction of common words. In the early stages these will be words that will support the children's writing and reading of text. Words will increase in difficulty as the learning progresses, however there will be consolidation and personalisation of common words as children assess their own writing and identify words they may need to revisit. Primary 6 & 7 will assess their spelling progress at the beginning of the session. Challenge, progression and support will be further developed in these stages.

Listening and Talking

In the classroom children are taught to be active listeners. Listening skills are developed through every aspect of the curriculum.

It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, groups, with the teacher and other adults.

Modern Languages

German is the modern language taught at Gartcosh Primary School. We work in partnership with Chryston High to teach German. This ensures a smooth transition to their Modern Languages department.

The school also teaches Gaelic at some stages.

Numeracy and Mathematics

Gartcosh Primary School is committed to delivering dynamic and purposeful learning opportunities, which demand active involvement and develop independence and pupils' responsibility for their learning within mathematics and numeracy.

As part of the ongoing work at Gartcosh Primary School, your child will experience the three main outcomes in Numeracy and Mathematics to ensure they become successful learners, effective contributors, confident individuals and responsible citizens.

The three main outcomes, which form the areas for learning and teaching in our Mathematics curriculum are:

- Number, Money and Measure
- Shape, position and movement
- Information Handling





Each of the three main outcomes contain a number of subdivisions
 Number, money and measure is made up of:

- Estimating and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world past, present and future
- Patterns and relationships
- Expressions and Equations

Shape, Position and Movement includes:

- Properties of 2D and 3D objects
- Angle, symmetry and transformation.

Information handling consists of:

- Data and analysis
- Ideas of chance and uncertainty



The experiences and outcomes encourage learning and teaching approaches that challenge and stimulate pupils and promote their enjoyment of Mathematics. To achieve this, teachers will use a skillful mix of approaches and resources such as Teejay, Heinemann or Leckie and Leckie Maths.

Children in Gartcosh develop their mental agility skills through Number Talks. This is a daily programme of mental maths activities and mental agility. There is a strong focus on learned facts and applying these facts using counting and different calculations.

We have developed a range of mental agility and problem solving resources which were integrated into our maths programme.

Children from Primary three onwards focus on three days of core number work and two days "outer maths". Outer maths covers areas such as shape, position and movement as well as aspects such as information handling.

In our themed weeks, such as STEM week, children also look at jobs and industries with maths at their core. We have been fortunate to have support from parents and the wider community to show the vast differences of a career in maths.

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:

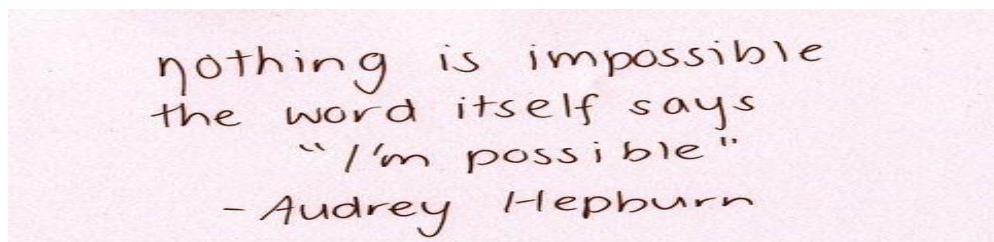
- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- 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.

It also enables some to perform at high levels in sport or prepare for careers within health and leisure industries.

As part of the Health and Wellbeing programme staff and pupils will also explore subjects such as Personal Safety, Relationships, Sexual Health and Parenthood Education, Drug and Alcohol Abuse, Road Safety, Anti-bullying, Keeping Healthy, etc. We run a parental workshop annually to support the teaching of Relationships, Sexual Health and Parenthood Education. Letters will be issued to all parents giving prior information before children develop in this learning. All materials used are available for parents to see.

We spend time discussing and encouraging growth mindset within the children to enable them to meet the challenges of everyday, focus for the future and develop stamina for what they want to achieve.

The school is firmly committed to helping the children develop a growth mindset.



Growth Mindsets

The concept of growth mindsets was developed by Carol Dweck.

In Gartcosh we believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. For children who find work easy we make sure they

encounter more difficult tasks. We hope to help our children recognise that effort, persistence and good teaching are what help them improve.

This approach links with how we mark work and give feedback too so that all learning for all children, even the very brightest, is seen as a way to grow. If children have fixed mindsets they find it hard to cope with failure: we teach our children to see mistakes and failure as positive.

A quote from Carol Dweck:

"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."

This is important because (1) individuals with a "growth" theory are more likely to continue working hard despite setbacks and (2) individuals' theories of intelligence can be affected by subtle environmental cues. For example, children given praise such as "good job, you're very smart" are much more likely to develop a fixed mindset, whereas if given compliments like "good job, you worked very hard" they are likely to develop a growth mindset. In other words, it is possible to encourage students, for example, to persist despite failure by encouraging them to think about learning in a certain way.

Mindfulness

The Mindfulness In Schools Project (Exeter) states that "Well conducted mindfulness interventions can **improve the mental, emotional, social and physical health and wellbeing of young people** who take part.

Mindfulness has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy.

Mindfulness can **contribute directly to the development of cognitive and performance skills and executive function.**

It can help young people pay greater attention, be more focused, think in more innovative ways, use existing knowledge more effectively, improve working memory, and enhance planning, problem solving, and reasoning skills."



With this as a backdrop, Gartcosh Primary has made a commitment to introduce Mindfulness techniques across the school this year. In 2019 - 2020 we launched our own Mindfulness CD and every class participates in Mindfulness and meditation activities. In addition we offer after school classes for parents and children. We hope future developments will help us link and lead learning in our feeder nurseries.



Our CD can be found at: <https://www.dropbox.com/sh/tewqtqwgjaop7zb/AAADH7gXIEH-kfONgJvgsvUla?dl=o>



Personal Outcomes

Personal outcomes or “what matters to people” continues to develop within Education and Gartcosh Primary School. This is concerned with issues such as feeling safe, being listened to and improving confidence and morale. It is a holistic approach to child development that focusses on the growth of the child to move away from service led one size fits all approaches. Similar to GIRFEC and SHANARRI personal outcomes provide a growth framework to assess how well our children are developing across a range of well-being indicators that puts the child at the centre of educational practices.

Physical Education

All pupils have two hours of P.E. each week. This provides them with opportunities to develop physical skills, encourage confidence and co-operation with others and to foster a positive attitude to health and fitness. We use the school community rooms to support us in the delivery of PE. Every class is allocated a time. The remainder of time allocated to PE takes place outdoors. We also offer a variety of coaching sports such as judo, athletics and football when available.

Children in Primary five, six and seven are also able to participate in bikeability training after school.



Social Studies

In Social Studies children learn about the world around them, both now and in the past (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.

Children are encouraged to learn in a variety of ways; through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social Studies also provide a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording, planning and evaluating.

Our programmes of study are devised to ensure balance and progression throughout the school and Experiences and Outcomes of learning and to ensure an appropriate balance of knowledge and understanding and enquiry skills.

Educational visits are arranged, where appropriate to support and enhance the learning and teaching in Social Studies. Likewise members of the community and visiting specialists add practical and personal contributions to our many programmes of study.

Sciences

Science is an important part of our heritage which we use every day in our lives at work, in the home and when we have leisure time. Through learning the Sciences, children develop an interest and an understanding of the living, material and physical world.



We place a strong emphasis on the development of children's understanding and their ability to be able to evaluate critically. We feel that how children learn is as important as what they learn. Children are being encouraged to learn by being involved. The key words are activity, enquiry and critical evaluation.

Science learning is approached through an integrated topic which makes natural links with other areas of the curriculum, like our development of Environmental issues through plants and animals. There are however times that Science has to be a subject on its own e.g.: the teaching of Practical Investigations. As with all curricular areas we teach using Active / Co-operative Learning strategies to ensure pupils are involved in their own learning.

We use North Lanarkshire's Science programme at Gartcosh Primary ensuring we use active and co-operative teaching learning techniques that take account of the Curriculum for Excellence experiences and outcomes.

Technologies

Children are taught Technology to ensure they develop the knowledge and skills in order to extend their capabilities.

Technology has a profound effect on society and children need to have a strong foundation of technology which they can build on in the future. Learning in technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens.



At Gartcosh Primary, Technologies include:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing Science

Expressive Arts

Art and Design

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various mediums,

e.g. music, poetry, the work of famous artists, etc. All children are encouraged to develop their creative talents through participating in activities, which include the use of different materials, e.g. paint, and collage work, plasticine and clay. By displaying children's work we develop a sense of pride and achievement.



Drama

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

Music

Activities to encourage an appreciation or love of music may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. P5 pupils receive voice instruction from a specialist tutor trained in Kodaly techniques. We also have a woodwind instructor who supports and trains the children.

Spiritual, Social, Moral and Cultural Values

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

We have a structured programme. Included in our R.E. programme is the study of Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others.

While studying R.E. classes may make visits to local churches and other sacred buildings.



It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the Head Teacher, in writing, to allow any arrangements to be made.

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Through our curriculum children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social and cultural life within their community. They are able to develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

In session 2023 – 2024 the school made a dedicated effort to increase whole school awareness on the United Nations Conventions on the Rights of the Child.

Children have been involved in this across the whole school and have linked discussions and activities to learning within Health and Wellbeing and well as Social Studies. Work and discussion also took place in assemblies across the year.

This work will continue in the new session.

Homework

Homework is an integral part of children's learning. It helps to reinforce the days learning and develop curricular and social skills. Our homework has been designed in order to give importance to the quality and nature of children's learning and provide opportunities for personalisation and choice in learning. We also hope to extend community involvement, opportunities to reflect personal achievements and recognize the importance of after school activities.

We have a parental guide to help parents recognise the amount of homework expected in each year group and a consistent approach to homework across the school.

After consultation with parents and children it was decided that a return to written homework was preferred. All children will be set a range of homework that will include reading, topic, numeracy and spelling. The activity will vary from stage to stage.

Digital support and homework are also available through NLC Virtual school and we can recommend websites (available on the school website dashboard). In November 2024 we ask all



parents if they wished homework to continue, a majority of parents wished this to continue. However, this was not reflected in the amount of homework completed and so in August 2025 we again reviewed homework within the 4-7 stages. This new homework expectation will be set each year by class teachers and will be given over two terms through project work. Access to spelling will continue for all children.

If a learner is absent from school, then on their return additional homework can be given to allow a catch up on the skills taught when they were absent if it is deemed necessary. *No homework will be given for children who are absent due to parental holidays.*

It is our wish that parents and carers will:

- Hear their child reading nightly and return books to school every day, as they will be needed for the learning.
- Support their child and the school to ensure homework is completed and returned on time (Primary 1-3).
- Contact class teacher, if they have any concerns regarding homework.

After School Activities

Through the year we will offer all stages a range of after school activities. These will vary from year to year. They will generally include bikeability, crafts, lego, Warhammer, football, judo and chess for senior pupils. Staff and parents as well as community organisations support us in delivering a range of experiences. Full details of our activities are available in school in August each year.



School Community Links

The school is an important feature of the local community and as such we work hard to foster good relationships amongst the members of our community. Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school to view the work that is going on.

The children are encouraged to get involved in the community by taking part in projects involving the community e.g., concerts, community walks and have links with the local historical society and community council.

Last year saw the first of our whole school community litter pick, where we were joined by members of our local community and collected litter from Gartcosh nature reserve and the local areas surrounding the school. It is our intention to make this a yearly event.

We are also very fortunate to be supported by the local Church in our events such as nativity, who kindly allow us to use the church and church hall. The school also visits the church for whole school assemblies.

In summer we are supported by Gartcosh Social Club who allow us access to their grounds for our sports day activities.



Home and School Links

In Gartcosh Primary we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. We have helpers who, from time to time, help out with a range of events and activities throughout the school year e.g., assisting on educational visits, taking after school activities, supporting STEM or Awareness Week and any other special events. Any parents/carers wishing to become helpers, should contact the Head Teacher.

Regular newsletters are sent home to inform parents of coming events, to report on activities that have taken place and to celebrate the achievements of our pupils. We now use SWAY for our newsletters to make this more accessible to everyone.

It should be noted that the email system within the school will only automatically send emails to the first parent contact noted. Should your child live between two homes or have parents are separated though your child lives in one main home, please notify the school to allow us to add a second contact to our email listing, allowing both parents to access all information from the school.

This system is only used when a child's parents are separated and is not available for families who simply wish emails to go to both parents.

Our school website and Twitter page will also allow you to follow the work of the school.

Throughout the school year, we make regular arrangements for parents/carers to be updated on their child's progress through parent's evening, school report cards and work coming home for parents/carers to discuss with their children. Should any parent/carer wish to raise a concern or speak to a member of staff then they should contact the school office (01236 794892) to arrange a meeting.

Out of School Hours Learning

Pupils have the opportunity to participate in a range of after school activities. These vary from year to year and may include such things as football, bikeability, netball and athletics festivals run by the Active Schools Coordinator of North Lanarkshire Sports Development Programme. Other after

school activities vary from year to year.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school.

School Discipline

In Gartcosh Primary we aim to work hard, be kind and show respect to others and their belongings.

The relationship between pupils and teacher is similar to that between a child and his or her parents/carers and is built on trust and mutual consideration, understanding and tolerance on both sides. The ethos of Gartcosh is a main strength of the school and promotes positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and well-being of all.

Parents are partners in supporting children's behaviour and we work hard for all to be involved in supporting the children and resolving issues. Parental involvement is essential for good outcomes for all children involved. In January of 2025, we will begin a working party with children, staff and parents to review and create a relationship policy. *A copy of this is available in the appendices.*

We operate a house point system, and classes get the opportunity to earn house points for good work, behaviour, effort and so on. This helps the children to take ownership of their class. Children also decided on our vision and values across the school. In this way expectations are made clear to all classes and reinforced through assemblies and class work across the year.

To support the children we also have a "worry monster" in each class. This allows children to note down any worries in a less formal way and their teacher or a member of the management team will try to sort things out. The children's worries cover a wide range of topics.

We try very hard to sort these out and may involve parents or teachers if necessary.

Anti-bullying

Gartcosh Primary School is committed to the belief that every child has the right to grow up free from bullying. We want children to live, learn, socialise and work in an inclusive environment, where differences between people are valued, people support each other, treat each other with respect and understanding. We promote positive behaviour in all situations. In addition, we follow the guidance of NLC Promoting Positive Relationships: Respect for All: Anti-Bullying Policy

All those who play a daily role in the lives of our learners should be enabled to prevent bullying and respond effectively to incidents of bullying behaviour when they occur.

Our Golden Rules are:

We are gentle, we don't hurt others,
We are kind and helpful, we don't hurt people's feelings.
We are honest, we don't cover up the truth.
We work hard, we don't waste our own or others time.
We look after property, we don't waste or damage things.
We listen, we don't interrupt.



Imagine with all your mind. Believe with all your heart. Achieve with all your might.

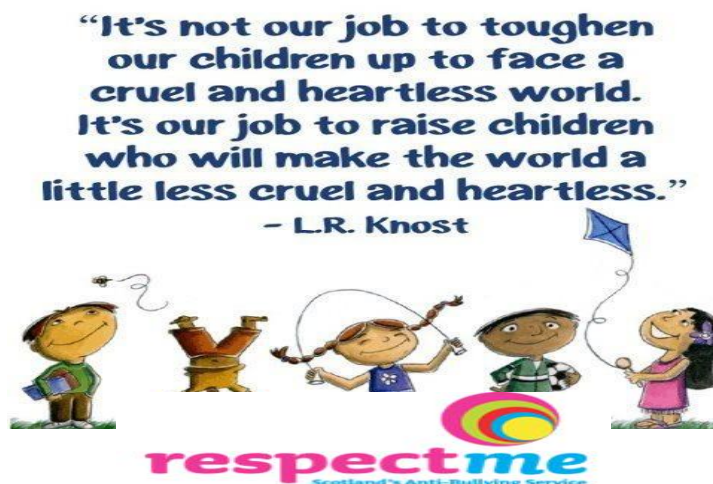


The school recognises that the impact of bullying behaviours will differ for each child. It is often the signs of bullying behaviour and the impact on the child that will give rise to concern, intervention and support.

In many instances this behaviour 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.

Please note that an adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Bullying incidents are very rare in the school and we believe that is due to our proactive approach. Parents, children and the school will be kept informed and the children supported to accept appropriate behaviour. If you would like further information on our anti-bullying measures at Gartcosh Primary, please do not hesitate to contact the Head teacher.



Additional Support Needs

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

By means of careful monitoring, record keeping and assessment, difficulties are quickly identified and prompt action is taken by the teacher to assist the children with learning difficulties. Most children have barriers to learning at some time during their school career and this is supported by the class teacher, parents and specific learning targets. Some children may require further educational input within a small group. This is provided by the school's support for learning mechanism. In cases of long term challenges, outside agencies (e.g.: Psychological Service) are always available to assist. Parents are always involved in the decision making process before, and during use being made of the service. Mrs Fisher (PT) oversees all of the additional support in the school and works closely with partners, cluster support staff and other agencies to help with assessment, planning and review of any necessary interventions. Assessments and required interventions will be discussed with parents.

Gartcosh Primary School is supported with cluster support teachers and cluster attainment teachers who work throughout the Chryston Cluster.

Pastoral care is a huge priority for the school. We support in school in many ways depending on the needs of the child. From quiet spaces for lunch, sensory materials in every class, calm corners to more intensive support such as art therapy, lego therapy, providing support in times of loss through the Seasons for Growth Training and support through Education Psychologist. Three of our staff members are also trained in LIAM (let's introduce anxiety management). These are just a few of the services and supports available across the school. We try to be very mindful of the needs of each individual child and adopt an inclusive approach to meeting needs.

The head teacher has overall responsibility and is the named person for each child within the school.

Bilingual pupils in the school are regularly monitored to assess whether they need the support of English as a Second Language teacher.

We aim to assist all pupils to reach their full potential, both academically and socially at Gartcosh Primary School.

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

The stages of intervention are as follows:

Universal. Additional and Intense

Support is based around the three levels of intervention to enable appropriate supports to be provided for children and young people. Within the universal stage, intervention is available to all children. Additional supports can then be introduced, for example, from additional support staff, third sector agencies, to reinforce the universal service, which may provide additional intervention. At intensive level, interventions would be integrated and tailored to the young person with input from more than one service, for example Education, Social Work, Health and third sector. At this level, services are provided through a multi-agency team (the child's network of support) with a lead professional.

At all stages parents/carers and children will be asked their views on the support needed and informed of the interventions in place for their child. A follow up meeting will also discuss the outcome of the intervention and impact of support.

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. In Gartcosh the Management Team take responsibility for individual Looked After Children, monitoring their educational progress and overall wellbeing. However, the Head Teacher retains overall responsibility.

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

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 a improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

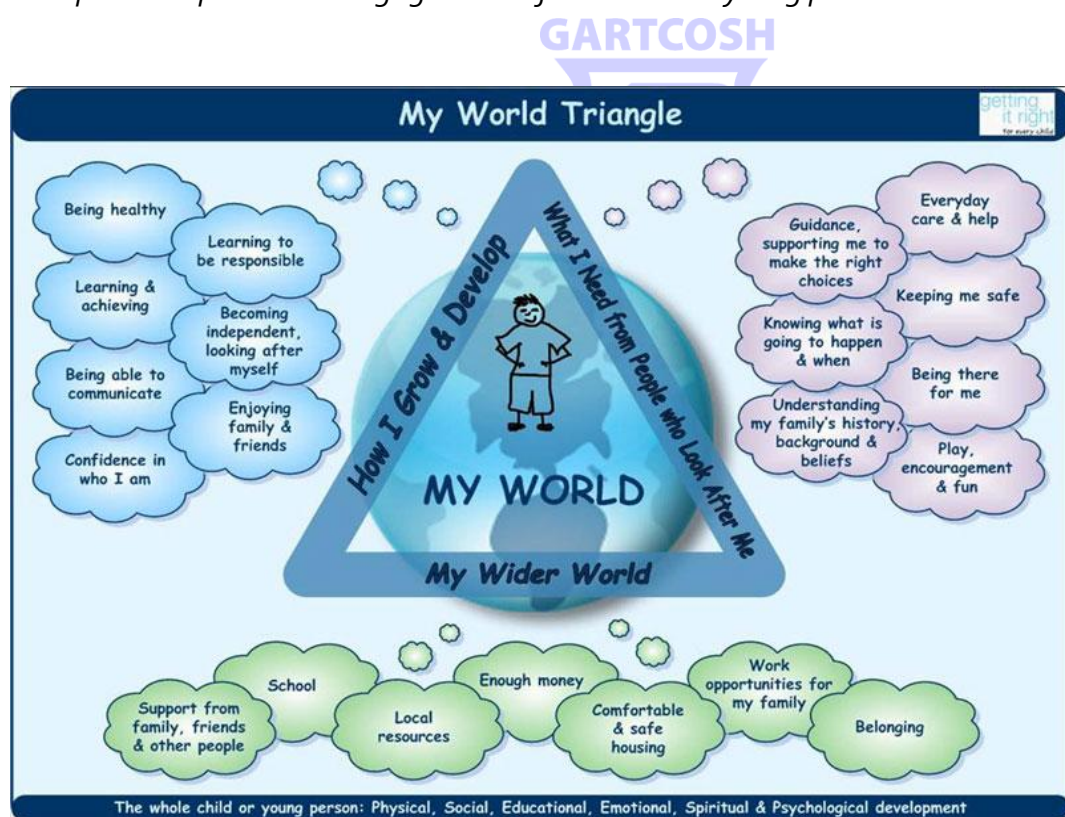
Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan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



Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on

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: Alison McFarlane Tel 01236 794892

Equal Opportunities and Social Inclusion

At Gartcosh Primary we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, sex or religion.

To promote this statement we undertake to:

1. make all areas of the curriculum available to boys and girls alike
2. apply disciplinary measures in a uniform manner to both sexes
3. allocate tasks within the school fairly
4. avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist

Gartcosh Primary works positively with children to ensure there is no form of racial harassment and has introduced appropriate measures to deal with this issue. For further information on the school's policy please contact the Head Teacher.

The school is committed to assessing all policies and practices to ensure there is no negative impacts on any group of people.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This information can be accessed at: <http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-schools/>

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, ASN 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.

Attendance at School

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

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 year.**

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

Parents and carers are asked to inform the school by letter, email, telephone or ParentPortal if their child is likely to be absent for some time, and to give their child a note on his or her return to school. If a child is absent from school for any reason, on the day of return a note explaining the reason for the absence should be given to the class teacher.

Where a child has attended school in the morning but has to be absent in the afternoon it is advisable that a phone call is made to the school that afternoon, especially in the case of young children. In this way a check is made that a child has not "gone missing" on the way to school.

If a child is likely to have a prolonged absence then the school should be informed accordingly. The school will ask parents and carers to investigate unexplained absences and the Authority has the power to write to, interview or prosecute parents or to refer pupils to the Reporter of the Children's Hearings, if necessary, for reasons of unexplained absence.

If a child is to be dismissed early from school for any reason e.g.: for a dental appointment, then the school must be informed in writing, and details of the arrangements to be made for the child given.

Children will not be released from school unless collected by a responsible adult.

Family Holidays during term time

Every effort should be made to avoid family holidays during term time as this both disrupts



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the child's education and reduces learning time. Parents/Guardians should inform the school by letter of the dates before going on holiday.

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

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

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

- *The availability of cheap holidays*
- *The availability of desired accommodation*
- *Poor weather experience of school holidays*
- *Holidays which overlap the beginning or end of term*
- *Parental difficulty obtaining leave (except those cases where evidence is presented 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 familie*

Exceptional domestic circumstances

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

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

It should be emphasised that the school will investigate unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Panel if necessary.

Attendance Monitoring

The school will monitoring attendance on a monthly basis and any holidays taken in term time, even those approved will impact to attendance figures.

If attendance falls below 95% then the Head Teacher will begin a series of formal letters reminding you of attendance procedures and asking you to work with the school to

Clothing and Uniform

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

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, pupils and staff were fully consulted. It is the expectation of the Education and Families services that parents and carers will be keen to support the dress code and written agreement may be sought.

Clothing which is **unacceptable** in school under any circumstances would include items which:

- could potentially, encourage factions (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties (such as loose-fitting clothing, dangling or hoop earrings or other potentially dangerous jewellery)
- are made from flammable material 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 be used by others to do so.

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 Services. Information and application forms may be obtained from any school or First Stop Shop or can be downloaded from the Council Website Free school meals and clothing grants/north Lanarkshire council.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits - income support, job seeker's allowance (income based), Employment & Support Allowance (income related), Universal Credit (with and income below £796 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit) or council tax reduction. (Please note that single person's discount/ council tax exemption is not council tax reduction.)

The deadline for clothing grants is 31st March 2027.

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

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

where the authority can be shown to have been negligent.

School Uniform

Please make sure that all articles brought to school are clearly marked.

The school colours are grey trousers or skirt with a royal blue sweatshirt/jumper or cardigan. Ties should be worn by all pupils unless wearing a sweatshirt.

Primary seven pupils wear black sweatshirts.

Pupils are also required to wear suitable clothing for P.E. The P.E. uniform is blue shorts/joggers and white T-shirts. Soft shoes with non-mark soles are needed for indoor activities.

At present children do not change for gym and are able to come to school dressed in their gym clothes with their school sweatshirt.

At a recent survey parents were very supportive of the uniform.

Earrings should not be worn on gym days, and if worn must be covered with appropriate tape.

In summer, blue gingham dresses may be worn.

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 (income below £625 per month), housing benefit and council tax rebate.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk and are available in first stop shops.



Meals

Lunch meals are provided daily in the school dining hall. These are cooked off site and brought into school. Children pre-order lunch between first thing each morning. There is a choice of main meal and a snack, including cakes, fruit and soup. If your child is going to be late into school and requires a meal, please call the school to order a lunch. The school issues menus regularly and this is also available on the school website. By arrangement children on special diets can be accommodated. Children who are entitled to a free school meal are able to choose lunch to the value of a two course meal. Catering staff have a list of those entitled to a meal without payment, so there is no need to issue tickets.

Children in primaries one to five do not pay for school lunches.

Children of parents receiving income support, universal credit or job seekers allowance (income based), Employment & 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.

Only those children who receive a free school meal are entitled to free milk. Milk may however be available for purchase in the school dining hall during the lunch period. Information and application forms for free school meals may be obtained from schools, First Stop shops and libraries.

Children requiring to leave school premises to purchase their "lunch" will be deemed not to be under the responsibility or supervision of the school authority during the lunch period. Children having school lunch or a packed lunch must remain in the school during the entire lunch break. Packed lunches are eaten in the school main hall.



Breakfast Club.

A breakfast club is available from 8.15 am. The cost for each morning is £1. Children in primary 1 – 5 are not required to pay for breakfast. Those children in receipt of free school meals are also exempt from breakfast club chargers. Please notify the school if you wish your child to attend breakfast club to allow us to monitor numbers.

Allergies

Please note that Gartcosh Primary is a nut free establishment. For this reason we ask that no items containing nuts are brought in to school at any time. We further ask that birthday cakes etc. are not brought in to school to support our children with allergies.

The Availability of Special diets

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed 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 dietician 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.

A vegetarian meal option is offered on a daily basis.

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 the Head teacher and school catering service to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

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.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special diets such as Vegan and ethnic diets can also be accommodated. In this case a form (form B) should be completed and signed by a parent or carer.

All completed forms should be returned to the email specialdiet@northlan.gov.uk

Children taking school lunches, use the school dining hall. Those having packed lunches are supported either in their classroom or a designated area within the school.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £796 per month), are entitled to a meal without charge.

All P1 to P5 pupils are entitled to a free meal and free milk. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk.

Information and application forms for free school meals can also be downloaded from the council website Free school meals and clothing grants/North Lanarkshire Council.

Children bringing packed lunches to school follow the same pattern as school lunches in terms of rotation.

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

Information in Emergencies

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



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Transport

The council has a policy of providing free transport to all 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 can apply in the Council website. Applications should be submitted by the end of February for those beginning school in August to enable appropriate arrangements to be made.*

Applications may be submitted at any time throughout the school year but may be subject to delay whilst arrangements are made. There is discretion in special circumstances to grant permission for pupils to travel in transport provided by the Authority, where spare places are available and no additional costs are incurred.

Applications can be made online at the council website Free school transport/ North Lanarkshire Council

Pick-up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the Authority's limits (see above paragraph).

It is the parent's/carers responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/carers responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle.

Misbehaviour could result in your child losing the right to free transport.

Placing requests and school transport

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the council policy stated above.

Medical and Health Care



Children are examined medically during their school life, normally in the first year of primary schooling and then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical. Occasionally the school nurse may visit to examine whole classes for general fitness and hygiene. Dental inspections are 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 attend the 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 who 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 young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council will 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, can access education through the Hospital Education Service (H.E.S.). The service is provided by Glasgow City Council Education Department and Social Services. For further information, please contact your child's school.

Parents

The school encourages close liaison with parents and would welcome approaches from parents with ideas in this direction. We see Home and School as being in partnership to provide the best education possible for our children. The Head Teacher will be happy to speak to you if you seek advice or wish to discuss a matter which concerns you. It is obviously easier to organise if you arrange an appointment but if there is an emergency please ring or call at the school. Parents are respectfully asked not to go directly to their child's teacher as he/she will be busy with a class of children.



The 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 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 on 1st August 2007. The composition of the Parent Council is decided by the Parent Forum. The Headteacher, who has a right and a duty to attend meetings, is the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

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



Gartcosh Primary Parent Council are very active within the school. They are providing valuable assistance to the school.

The chairpersons of Gartcosh Parent Council is Amanda Currie and can be contacted through the school. There is also a dedicated Facebook page and Twitter page set up by the Parent Council.

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. Mrs. Shona Fisher (PT) is the teacher representative on the Parent Council. Miss S. Caldwell (PT) also attends.

Any parents/ carers of a child at the school can volunteer to be a member of the Parent Council, the preferred make up being at least one parental representative from each year group. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by formal election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any subgroups set up by the council. The Parent Council also organises social and fund-raising events throughout the session. The school has benefited from many of their fundraising activities.

Meetings generally take place over zoom. Members of the parent forum are notified in advance of meetings and welcome to attend.

Parent Council Members are:

Amanda Currie	Chair
Chris Blair	Vice Chair
Robin Bell	Treasurer
William Watson	Secretary
Charlotte McKinstry	PC Member (P)
Michael McCrossan	PC Member (P)
Gillian Doogan	PC Member (P)
Susan Blades	PC Member (P)
Elaine McLaughlin	PC Member (P)
Kimberley Watson	PC Member (P)
Rev. Dave Slater	Co-opted PC Member (P/C)

(P = Parent)

Additional Information

NL Digital School

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.

North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.



Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- Annual data checks
- Online payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting

Information and guidance relating to North Lanarkshire Council Digital offering including how to access parentsportal.scot can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

All pupils in staff in NLC have access to Glow – Scotland’s national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found here. All staff in schools have the ability to reset a pupil’s Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

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 timescale 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 at: foirequest@northlan.gov.uk

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 Civic Centre, Motherwell ML1 1AB

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

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

Legal basis for using your information

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

Your personal information

Education and families use the national IT system SEEMIS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/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 outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

- To enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, enrolment and assessment purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records of attendance, absence, 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 obligation, 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 or agency or service, e.g. Social Work or 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 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 the Council website.

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.
- **Request a correction of the 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 Information** – you have the right to ask us to delete personal information about you, your child or young person where:
 - You think that we no longer need to hold the information for the purposes for which it was



originally obtained.

- You have a genuine objection to our use of personal information
- Or, use of personal information is contrary to law or our legal obligations.

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

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)
Civic Centre,
Windmillhill Street,
Motherwell
ML1 1AB
Or by email to
AITeam@northlan.gov.uk

The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about the exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office.
45 Melville Street,
Edinburgh
EH3 7HL
Or by email to
casework@ico.org.uk

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through 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 exam results. Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

Your GDPR rights

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

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 these 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>



Concerns

If you have any concerns about the ScotXed data collections you can email 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.gov.scot/collections/scottish-exchange-of-data-scotxed/>*

Photographs/Video Footage

On occasion events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents. Parents/Carers who would not wish their child to be included should write to the Head Teacher to make this known.



Important Addresses

Education and Families

Continuous Improvement Manager : Mrs B. Hunter

Civic Centre
Motherwell
ML11AB
Tel. – 01698 403140

Councillors for the School

Councillor J Carins

Councillor J McLaren

Councillor C L Williams

Member Services
Civic Centre Windmill
Hill Street
MOTHERWELL
ML1 1AB
Tel. - 01698 302500

Area Office

William Carroll
Council Offices
Bron Way
CUMBERNAULD G67 1DZ

01236 616384

Community Learning and Development

Colin Coupar
Locality Manager North
Muirfield Community Centre
Brown Road
Seafar

CUMBERNAULD G67 1AA
01236 638383

Contacts in relation to Support for Learning

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

Donna McCann

Mccanndo@northlan.gov.uk

You can also get more help and advice from:

Enquire

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

Tel. - 0845 1232303

Email - info@enquire.irg.uk

Address

Children in Scotland
Rosebery House
9 Haymarket Terr



Edinburgh
EH12 5EZ

Website for parents and practitioners - www.enquire.org.uk
Website for children and young people - www.enquire.org.uk/yp

Children in Scotland: Resolve

(Independent Adjudicator)

Tel: 01312222456 Email:
resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Victoria Quay
Edinburgh
EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health and Educational Chamber
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
0141 302 5860
www.asntscotland.gov.uk



NHS Lanarkshire

Kildrum Health Centre
Tel. – 01236 72354

Social Work

Tel. – 01236 638700

Community learning and Development Offices

Pivot Community centre
Glenmanor Avenue
Moodiesburn

North Locality

Help and advice in matters relating
to additional support:

Lesley Grant
GrantLe@northlan.gov.uk

G69 oDL
01236 638393
Email: CLD-North@northlan.gov.uk



Support for Learning: Help and advice on any matter relating to Support for Learning can be obtained from the school. You can also get help from:

Enquire

Enquire is 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. (Children in Scotland, Rosebery House, 9 Haymarket Terrace Edinburgh. EH12 5EZ)

Email: info@enquire.org.uk Tel: 03451232303

Website: www.enquire.org.uk for parents/carers and practitioners or for young people.

Resolve

0131 313 8844

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Mansfield Traquair House

15 Mansfield Place

Edinburgh

EH3 6BB

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

01410302 5860



NHS Lanarkshire

Coatbridge Health Centre

01236 432200

Cumbernauld - Kildrum Health Centre

01236 721354

Cumbernauld - Condorrat Health Centre

01236 723383

Social Work

Cumbernauld / Chryston

Bron Way

Town Centre

Cumbernauld

G67 1DZ

01236 638700

The following websites may be useful to parents and carers

Action on Hearing Loss	https://www.actiononhearingloss.org.uk/live-well/
National Autistic Society Scottish Autism	https://www.autism.org.uk/ https://www.scottishautism.org/
Deafblind Scotland	https://dbscotland.org.uk/
Diabetes UK	https://www.diabetes.org.uk/
Dyslexia Scotland	https://www.dyslexiascotland.org.uk/
Epilepsy Scotland	http://www.epilepsyscotland.org.uk/



Glossary of Specialist Terms

Curriculum	The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.
Curriculum Continuity	This term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily.
Emergency Contact	The person(s) nominated by a child's parents/guardians to be the first to be contacted if a parent/guardian is not available.
Ethos	This term relates to the specific characteristics of the school; the spirit or principles of the school.
NCCT	Non class contact time (also known as McCrone Time)
Out of School Hours Learning	Subjects which are not taught in the formal curriculum, e.g. after school clubs.
Group Teaching	Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.
Transition	This term usually relates to the movement of children from nursery to primary, or primary to secondary.





This handbook is available in different languages if requested.



Appendix

Approved school term dates 2025/2026

August 2026

- Monday 10 August 2026 (Return date for teachers & In-Service Day)
- Tuesday 11 August 2026 (In-Service Day)
- Wednesday 12 August 2026 (Return date for pupils)

September 2026

- Friday 25 September and Monday 28 September 2026 (September weekend)

October 2026

- Monday 12 to Friday 16 October 2026 (October Week)

November 2026

- Monday 16 November 2026 (In-Service Day)

December 2026 - January 2027

- Schools close at 2.30pm on Friday 18 December 2026
- Monday 21 December 2026 – Monday 4 January 2027 (inclusive) (Christmas holidays)



Schools return on Tuesday 5 January 2027

February 2027

- Monday 15 February and Tuesday 16 February 2027 (Mid-term break)
- Wednesday 17 February 2027 (In-service day)

March 2027

- Friday 26 March (Good Friday)
- Monday 29 March (Easter Monday)

April 2027

- Friday 2 April (Schools close at 2.30pm)
- Monday 5 April - Friday 16 April 2027 (Spring break)

Schools return on Monday 19 April 2027

May 2027

- Monday 3 May 2027 (May Public Holiday)
- Thursday 6 May 2027 (In-service day – Scottish Government Elections)
- Friday 28 May 2027 and Monday 31 May 2027 (May Weekend)

June 2027

- Schools close at 1pm on Friday 25 June 2027



Qualifying Statements

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.

