



St. Aidan's Primary School

Handbook 2024-25

Growing in Faith... Learning for Life



articulate ✦ sensitive ✦ proactive ✦ inspiring ✦ realistic ✦ evaluate



Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.



CONTENTS

Section 1	Introduction by the Head Teacher
Section 2	School/Nursery Information
Section 3	School Staff
Section 4	School and Nursery Hours/After School Care
Section 5	School Year
Section 6	Transfer Enrolment
Section 7	Equal Opportunities
Section 8	Curriculum for Excellence
Section 9	Additional Support Needs
Section 10	School Improvement Plan
Section 11	Homework
Section 12	School Ethos
Section 13	Religious Education and Observance
Section 14	Extra-Curricular Activities/ Community
Section 15	Freedom of Information
Section 16a	Data Protection
Section 16b	Transferring Educational Data about Pupils
Section 17a	Child Protection
Section 17b	Adult Protection
Section 18a	Promoting Positive Behaviour
Section 18b	Anti-Bullying
Section 19	Home and School Links
Section 20	Attendance at School
Section 20a	Family Holidays during Term Time
Section 20b	Extended Leave with Parental Consent
Section 20c	Exceptional Domestic Circumstances
Section 21	Clothing and Uniform
Section 22	Meals
Section 23	Placing Requests
Section 24	Transport
Section 24a	Pick up Points
Section 24b	Placing Requests
Section 25	Medical and Health Care
Section 26	Information and Emergencies
Section 27a	Parent Forum
Section 27b	Parent Council
Section 27c	Pupil Committees
Section 28	Supervision in Non-Class Times
Section 29	Transfer from Primary to Secondary School
Section 30	Names and Addresses
Section 31	Specialist Terms
Section 32	Qualifying Statements





SECTION - 1- HEAD TEACHER'S INTRODUCTION

Dear Parents and Carers,

A very warm welcome to St Aidan's – Our handbook has been compiled in order that we might:

- a) Give you some general information about the school.
- b) Offer a brief outline of our educational aims for your child.
- c) Give statements on our curriculum content.

It is our hope that, as you read through the pages, you will be assured that we share your commitment to your child's health and wellbeing and academic welfare. In addition we will work together to ensure that we offer a curriculum of the highest quality. Our school motto "Growing in Faith – Learning for Life" is our clear vision. We are very much a TEAM and together we strive to deliver the highest quality education for all our learners.

You have been your child's first teachers and it is our aim to continue to foster the same positive attitudes of honesty, consideration for others, self discipline and responsibility which are being encouraged in the home. Inclusion, Nurture, Respect, Achieving and Love are our Core Values within our School, L.C.S.C and Nursery.

Through mutual co-operation between home and school, we can then work in partnership with you to provide opportunities for practice of these virtues.

We value each child as an individual and hope that experiences gained in St. Aidan's Primary will give your children a positive self image, confident in their valued contribution to the school and the wider community.

Finally, should you have any questions regarding the school or its curriculum, or should you have any worries relating to your child, you need only contact me and I will be happy to arrange a meeting to discuss these with you.

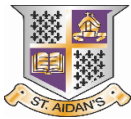
Yours sincerely

Sandra McLean

Head Teacher



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



SECTION - 2 - SCHOOL & NURSERY INFORMATION

School Name: St. Aidan's Primary, L.C.S.C. & and Nursery Class
Address: Coltness Road, Wishaw, ML2 7EY
Telephone No: 01698 522702
Fax. No: 01698 384751
Email: enquiries-at-st-aidans-pri@northlan.org.uk
Website: <https://blogs.glowscotland.org.uk/nl/staidan>
Twitter : @St_Aidans_PS
Facebook - St Aidan's Primary School, Parent Council Wishaw

St Aidan's Primary School serves the Coltness and Cambusnethan areas of Wishaw. St Aidan's Primary, L.C.S.C and Nursery is very much an inclusive learning community. We view ourselves as a happy, vibrant and successful school with a solid reputation in the local community and beyond. Our school motto "Growing in Faith – Learning for Life" is our clear vision. We are very much a TEAM and together we strive to deliver the highest quality education for all our learners. We aim to provide education of the highest quality enabling children to develop their full potential physically, emotionally, socially, academically and spiritually, clearly demonstrating the hallmarks of a Catholic Primary School. In 2018, we welcomed the creation of a new non-denominational Language and Communication Support Centre within our school community. The L.C.S.C supports 5 classes of children from within the South Locality of North Lanarkshire with identified language and communication difficulties.

The school, L.C.S.C and nursery are well recognised locally as delivering a high quality curriculum with motivated children and committed, professional staff. A very high standard of behaviour is evident in all areas of the school and Nursery.

Key Strengths identified by Her Majesty's Inspectorate in June 2015

Nurturing and caring ethos of the school.

Children who are confident learners and who are well behaved and proud of their school.

The strong leadership and dedication demonstrated by the headteacher and by staff across the school and their commitment to professional learning and collaborative working.

Strong partnership working with parents to support children's learning and achievement.

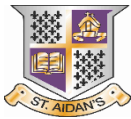
St Aidan's Nursery is non-denominational and offers 1,140 hours of funded early learning and childcare (term time only) We currently have capacity for 40 3-5 year old children.

In addition we have a 2-year old nursery which caters for a maximum of 20 children. Staff deliver a structured, progressive curriculum with a focus on learning through play for children aged 2 – 5 years of age.

St Aidan's Primary is a Roman Catholic, co-educational school. We liaise closely with the Parish of St Aidan's forging strong community links and encouraging participation in the practice of our Catholic faith. Fr. Liam O'Connor, is a frequent visitor to the school and is a valued member of our team.



articulate ✦ sensitive ✦ proactive ✦ inspiring ✦ realistic ✦ evaluate



Children from other religious communities also attend St Aidan's and we ensure that Other World Religions form an integral part of our curriculum.

The present roll of the school is 275 with a maximum capacity of 317, and education within the school is for pupils from Primary 1 to Primary 7. Parents should note that the working capacity of the school might vary dependent on the number of pupils at each stage and the way in which the classes are organised. For session 2023-24 the following class structure was in place:

- Primary 1
- Primary 1/ 2
- Primary 2
- Primary 3
- Primary 3/4
- Primary 4
- Primary 5
- Primary 5/6
- Primary 6
- Primary 7
- Primary LCSC 1/2/3
- Primary LCSC 3/4
- Primary LCSC 3/4/5/6
- Primary LCSC 3/4/5/6
- Primary LCSC 4/5/6

Composite classes are formed after consultation with staff and discussion with the Parent Council and take into account needs of all children. The Authority's guidelines on the structure of composite classes are circulated to all parents whose children will be in composite classes.

The Secondary School associated with St Aidan's Primary is:

St. Aidan's High School
Waverly Drive
Wishaw
ML2 7EW
Tel – 01698 552738

Head Teacher – Mrs Claire Connolly

LETTING PROCEDURES

It is council policy that school accommodation is made available as far as possible out with school hours for use by the community. Such use by groups and clubs will be in accordance with approved letting procedures and enquires should be directed to the Community Facilities Section, 9 Old Monklands Road, Coatbridge.

Tele No. 01236 632778

Information relating to letting procedures and charges is available by contacting:

**CultureNL,
Community Facilities Section,
Coatbridge Community Centre
9 Old Monkland Road
Coatbridge ML5 5EA
t. 01236 632777
f. 01698 302110
e. communitycentres@culturenl.co.uk**



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION – 3 – SCHOOL STAFF

TEACHING STAFF

STAFFING

As for all schools, our annual staffing entitlement is decided according to roll projections and our current roll of 275 has set an allocation of 19 F.T.E. (Full time Equivalent). As a result of the McCrone review staffing from session 06/07 was increased in order that each class teacher is released from class for a total of 2.5 hours per week. This release is intended for the purpose of correction and preparation and curriculum development work. This is in accordance with the National Agreement on weekly class contact.

THE STAFF AND THEIR REMITS

Overall management of the school, nursery and LCSC, its administration and curriculum policy making is the responsibility of the Head Teacher – Mrs. Sandra McLean. In addition we have an Acting Depute Head Teacher and 4 Principal Teachers. Mrs Nicola Donnelly, is our Acting DHT, who has shared responsibility for curricular and pastoral care of the Nursery and Mainstream. Mrs Danielle Keen and Mrs Gillian Lynch, who have a curricular and pastoral remit for the mainstream and Mrs Julie Jaconelli and Mrs Clare McGeough who have a shared responsibility for Language and Communication Support Centre.

Head Teacher Mrs Sandra McLean

Acting Depute Head Teacher Mrs Nicola Donnelly

Principal Teachers Mrs Jaconelli, Mrs McGeough, Mrs Danielle Keen, Mrs Gillian Lynch

Class Teachers

Miss Bruce	P1
Miss Harbison	p1/2
Miss McGinn	P2
Mrs Duffy/Mrs McArthur	P3
Mrs McCafferty/Mrs Airth	P3/4
Miss Garrity	P4
Miss Kane (Probationer Teacher)	P5
Miss Kay	P5/6
Miss Hughes	P6
Mrs Quinn	P7
Mrs Jankauskiene/Mr McGregor	NCCT
Nrs Nelson	P1/2/3
Mr Kerr	P3/4
Mrs Pena/Miss McGillvray	P3/4/5/6
Mrs Wright	P3/4/5/6
Mrs Hamilton/Mrs Smith	P4/5/6
Mrs Connor	CST



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



NON-TEACHING STAFF

Additional Support Needs Assistant

Mrs C Kirkwood (Mainstream), Miss R Flynn (Mainstream), Mrs A Hoey (LCSC), Ms A Glenn (LCSC), Mrs L Peppiat (LCSC), Miss A Love (LCSC), Mrs S Hoey (LCSC), Mrs Hamilton (LCSC),

Early Learning Practitioners

Miss D McIntosh (Lead), Miss D Bennett (Lead) Mrs L Travers (Equity and Excellence Lead), Mrs Natalie McLean (Equity and excellence Lead), Ms M Musgrave, Miss L Baillie, Mrs H Devlin, Mrs M McMahon, Miss I Murray, Mrs J Rankin, Mrs K McCart

Senior Clerical Assistant

Mrs. P McKenna,

Clerical Assistant

Mrs C Marshall

Janitor

Mr. T Wilson

Catering Supervisor

Mrs A Hailey

Crossing Patrol Attendant

Ms A Cassidy

Cleaning Supervisor

Mrs. C McMahon



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



SECTION – 4 - SCHOOL/NURSERY HOURS

SCHOOL HOURS

9am – 3pm (Mainstream)
8.50am – 2.50pm (LCSC)

NURSERY HOURS

8.50am – 2.50pm

Lunch Times

12.35pm-1.20pm

On the first day of term in August, our new Primary 1 children have a slightly later start time of 10am to allow plenty of time for photographs. Please note - the children will attend school until 3pm from the first day.

Ensuring the safety of all members of the school community is paramount. Therefore we ask the parents of the school and nursery not to use the school car park when bringing children to school/nursery, or collecting them at home time. We also ask all adults and children to enter and leave the school grounds through the pedestrian gates, as these provide a safe passage to and from the school.

BREAKFAST CLUB

Our Breakfast Club starts at 8.20am – 8.55am

This is very popular and we encourage families to take advantage of this valuable resource. It is free for all children up to Primary 5. Children in P6 and P7 can buy a breakfast for £1 and we have a selection of games and activities available for them to use before they go out to the playground at 8:50am

AFTER SCHOOL CARE

St Aidan's After School operates from 3.00-6.00pm.

Anyone interested in using the facility in St Aidan's should contact:

Lanarkshire Childcare Service 01698 -862584

Clydesdale After School Care 07980686705



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION — 5 - SCHOOL YEAR

NORTH LANARKSHIRE COUNCIL PROPOSED SCHOOL HOLIDAY ARRANGEMENTS (INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS) Session 2024 – 2025

August 2024

- Monday 12 August 2024 (Return date for Teachers & In-Service Day)
- Tuesday 13 August 2024 (In-Service Day)
- Wednesday 14 August 2024 (Return date for Pupils)

September 2024

- Friday 27 September and Monday 30 September 2024 (September weekend)

October 2024

- Monday 14 to Friday 18 October 2024 (October Week)

November 2024

- Monday 18 November 2024 (In-Service Day)

December 2024 - January 2025

- Schools close at 2.30pm on Friday 20 December 2024
- Monday 23 December 2024 - Friday 3 January 2025 (inclusive) (Christmas holidays) Schools return on Monday, 6 January 2025

February 2025

- Monday 17 February and Tuesday 18 February 2025 (Mid-term break)
- Wednesday 19 February 2025 (In-service day)

April 2025

- Schools close at 2.30 pm on Friday 4 April 2025
- Monday 7 April- Friday 18 April 2025 (Inclusive)* Spring Holiday (Easter)

*Good Friday 18 April and Easter Monday 21 April 2025

May 2025

- Monday 5 May 2025 (May Public Holiday)
- Tuesday 6 May 2025 (in-service day)
- Friday 23 May 2025 and Monday 26 May 2025 (May Weekend)

June 2025

- Schools Close at 1pm on Wednesday 25 June 2025





SECTION – 6 - TRANSFER/ENROLMENT

SCHOOL ENROLMENT

Parents wishing to enrol a child in school should telephone and make an appointment to visit the school and speak to the Head Teacher.

The registration of children about to begin school for the first time takes place in January each year.

An announcement is made in the press giving the exact time and date. Since parents may not wish to enrol their child in the local school (School of Registration), the Head Teacher will give those parents the information required and the procedure to be followed.

INDUCTION

After the initial enrolment takes place, steps are taken to ensure that the change from pre-schooler to new entrant is as smooth and happy as possible.

During the summer term parents are invited to bring the new entrants to school on a number of occasions, so that everyone has the opportunity to meet their prospective teachers. The children spend some time in school with their friends and teachers. Staff will arrange to talk with the parents about life in Primary 1. This is also an ideal opportunity for new parents to get to know each other.

NURSERY ENROLMENT

Children, who have reached the age of 3 by 1 March 2025 may apply for a nursery place during session 2024-25. The admissions process opens on 19th December 2023 and closes on 16th February 2024. Formal enrolment takes place in August, January and April each year.





SECTION – 7 - EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

St. Aidan's Primary school adopts the principles outlined in the North Lanarkshire 'Equal Opportunities' Policy and we aim to provide equal opportunities which enable all pupils to study all subjects. We seek to promote a higher level of awareness of this issue by direction in social and academic practice.

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.

Implementing the Council's social strategy by ensuring that every child be given the opportunity to take part in all curricular areas and that there is no restriction placed on children because of disability, gender, social or ethnic background. It is our aim to encourage every child to have high self-esteem.

It is the responsibility of management supported by all other staff, to ensure promotion of equal opportunities and social justice. Instances of racial harassment will be dealt with following the clear guidelines set by North Lanarkshire Council.

The school is committed to assessing all policies and practices to ensure there are no negative impact 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: Education, Skills <http://www.equalityhumanrights.com/news/en/publication-download/technical-guidance-schools-scotland>



EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

We aim to promote equal opportunity and social justice by:

- Implementing Learning and Leisure Service's Policy on Equality of Opportunity.
- Implementing the Council's social strategy by ensuring that every child be given the opportunity to take part in all curricular areas and that there is no restriction placed on children because of disability, gender, social or ethnic background. It is our aim to encourage every child to have high self-esteem.



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION – 8 - CURRICULUM FOR EXCELLENCE

EDUCATIONAL AIMS

In St Aidan's Primary, we see each child as an individual and we bear this in mind in planning the curriculum we offer. It is our aim that every child develops as a successful learner, a confident individual, an effective contributor and a responsible citizen.

In order to ensure that every child in our school reaches his/her potential we aim:

- To educate the whole child by developing his or her skills in order that he/she is able to play an active part in our modern world.
- To encourage the children to see themselves as worthwhile and valuable members of our school and of the wider community.
- To foster positive attitudes and social skills at work and at play, by encouraging honesty and responsibility and respect for self and for others.
- To create a caring ethos in which children will be happy and secure.
- To pursue every available channel in assisting children who experience educational difficulties.
- To achieve high moral standards, based on our Catholic beliefs and to foster appreciation of similar high morals promoted in the beliefs of others.
- To meet, not only the child's academic needs, but to provide opportunity for appreciation of the wider world, and attainment of the necessary social skills through co-operative and team activities.



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



SECTION - 9- CURRICULUM AND ASSESSMENT

What is Curriculum for Excellence?

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

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

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

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

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

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

What are the Curriculum for Excellence levels?

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

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

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



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



Curriculum Areas and subjects

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

The 8 curricular areas are:

- Expressive Arts
- Languages and Literacy
- Health and Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

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.

There will be new ways of assessing each child's progress to make sure that their potential is achieved. New qualifications are being developed:-

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

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

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

In St. Aidan's we are further developing all aspects of interdisciplinary learning which address Curriculum for Excellence.

Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime,' this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire."

Further information can be found on the Education Scotland website:

<http://www.educationscotland.gov.uk/>



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



LANGUAGE



Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. It is the overall aim of our Literacy Programme that children will progress throughout their primary years developing the skills necessary in the four areas of Language i.e. *Listening, Talking, Reading and Writing*.

MATHEMATICS



Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed choices. From the early stages our children will be encouraged to develop confidence in all areas of mathematics, they will learn to take risks, ask questions and explore alternative solutions without fear of being wrong. There will be a strong emphasis on collaborative learning and children will develop skills to reason logically and creatively through discussion of mathematical ideas and concepts. Our mathematics programme is divided into three main areas; Number, Money and Measure; Shape, Position and Movement and Information Handling.

We will use a wide range of programmes and resources to support all aspects of mathematics education to develop all of these skills in our young people.

SOCIAL STUDIES



Through Social Studies our pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they will also develop their understanding of their environment and of how it has been shaped.

With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. Our Social Studies programme is divided into three main areas; People, past events and societies, People place and environment and People in society, economy and business.

SCIENCE



Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

Through learning in the sciences our children will develop their interest in and understanding of the living, material and physical world.

Our science curriculum will cover:

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



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



TECHNOLOGIES

Learning in Technologies enables our young children to be informed, skilled, thoughtful, adaptable and enterprising citizens, with awareness of Eco issues and sustainable development.

The children will:

- Develop understanding of the role and impact of technology on our society
- Gain the skills and confidence to embrace and use a range of technologies including food technology, textiles and ICT
- Become informed consumers and have the ability to make reasoned choices relating to the environment



EXPRESSIVE ARTS



By engaging in experiences within Expressive Arts children and young people will recognise feelings and emotions both their own and those of others. The Expressive Arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the Expressive Arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally.

In St. Aidan's children have many opportunities to be involved in a range of activities and performances through class assemblies, Christmas shows, dance festivals, choir performances and art competitions and exhibitions.



HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The curriculum is structured as follows:

- **Mental, emotional and physical wellbeing**
- **Planning for choices and change**
- **Physical Education, physical activity and sport**
- **Food and Health**
- **Substance misuse**
- **Relationships, sexual health and parenthood**

Health and wellbeing will permeate all aspects of our curriculum.

RELIGIOUS EDUCATION

Religious education in our school takes place within the wider context of the Catholic faith community in partnership with the home and St. Aidan's Parish. It is an integral part of our school which is itself a Community of faith. It is designed to assist our children to be increasingly able to make an informed and mature response to God in faith and to nurture that faith. We provide regular opportunities for Religious Observance and we commit to working closely with parents and the Parish in preparing our children to receive the Sacraments of Reconciliation, First Holy Communion and Confirmation.

Learning through Religious Education enables our children to:

- Develop their knowledge and deepen their understanding of the Catholic Faith
- Develop and foster attitudes and values in deepening their faith
- Nurture their prayer life and that of the school community



articulate * sensitive * proactive * inspiring * realistic * evaluate



- Understand and appreciate significant aspects of other Christian traditions and major world religions
- Make a positive difference to themselves and the world by putting their beliefs and values into action.

Our Catholic ethos remains at the core of everything we do in St. Aidan's. Pupils in primaries six and seven also participate in the Pope Francis Faith Award. This involves working with St. Aidan's Parish and the wider community.

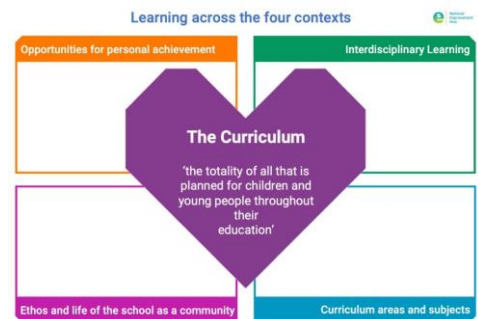
Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any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

CURRICULUM REFRESH

Curriculum for excellence is still the blueprint that we are working with but recent reports have suggested that a refreshed curriculum narrative is required to fully realise its aims and ambitions (four capacities). The National Discussion report has backed up these recommendations.

On the 9th September 2019, Education Scotland published the 'Refreshed Narrative on Scotland's Curriculum'. It sets out Scotland's approach, revisiting the initial CfE narrative and restating the central importance of the four capacities and the knowledge, skills and attributes that our children and young people need.

St. Aidan's Curriculum Refresh Narrative is to continue to improve learners' experiences and outcomes through developing high-quality learning and teaching experiences with a focus on Play Pedagogy, Voyage of Discovery, learning contexts and Digital Learning. Through our 4 annual Voyages of Discovery the whole school (Nursery through to P7) are participating in pupil led enquiries inspired by a single question. Through a 4 week journey, each class leads their learning to create, explore, design and share what they have achieved across all 4 contexts.



What Learning in St. Aidan's Looks Like



articulate ✦ sensitive ✦ proactive ✦ inspiring ✦ realistic ✦ evaluate



ASSESSMENT AND REPORTING

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.

We hold two Parents' Evenings each year for discussion with your child's teacher. These are held in October and March. In addition we will issue two tracking reports prior to each Parents' Evening updating parents on their child's progress and a full report will be issued in June detailing progress throughout the session.

We welcome parents into the school at any time to discuss progress, and this can be easily arranged by appointment by contacting the school. In the first instance you will be asked to meet with either the Headteacher or one of our Principal Teachers. Following initial discussion you may be able to speak directly with your child's Class Teacher.



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



SECTION - 9 - ADDITIONAL SUPPORT NEEDS

The underpinning philosophy for the strategy for inclusion within North Lanarkshire Council stems from the Council's overarching education policy document **Raising Achievement for All (1998)** which set out the commitment to help all young people 'achieve whatever they are capable of achieving, irrespective of socio-economic background, gender, race or levels of ability and disability'.

St Aidan's Primary complies with the Learning (Scotland) Act 2004 amended by the Education Additional Support for Learning (Scotland) Act 2009.

In St Aidan's Primary School we are committed to this policy and to the entitlement of every child to receive additional support as required and feel included, involved and valued. Children are recognised as having additional support needs when they require additional support, long or short term, in order to help them make the most of their school education. This additional support is not just linked to support offered within education. Children may require additional support from health, social work and/or voluntary agencies.

For some of our children English is their second language, these children have special help from the English as an Additional Language Service.

The school's Additional Support Needs policy outlines strategies for offering support based on a **staged intervention system** and the Scottish Government's agenda '**Getting it Right for Every Child**'.

In North Lanarkshire agencies have come together under GIRFEC and have agreed on a single pathway for planning and support for school age children and young people. The pathway supports agencies to work together to assess, plan and assist children, young people and their families to develop their wellbeing.

The pathway enables agencies across education, health and social work to use the Core Components of GIRFEC to ensure the most timely and proportionate support is available to children, young people and their families. The Children and Young People's Pathway for Planning and Support encompasses three levels of GIRFEC; Universal, Additional and Intensive Intervention which are reflected within a Model of Staged Intervention. (girfecinnl.com)

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.

In St Aidan's we recognise that collaboration is a key element in this process. This collaboration involves:

- Teachers and other staff working together to support and involve children in their learning.
- Staff sharing information and strategies to ensure children get the most from the learning experience and educational opportunities.
- An active partnership with parents where they are fully involved, informed and are active participants in the process

If necessary we may call on the fruitful partnerships we have with a range of agencies including Psychological Services, Social Work and a range of Health agencies, including Speech and Language, Occupational Therapy, Physiotherapy, to name a few.



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



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

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

The school's Head Teacher, co-ordinates support for learning within the school. She will work closely with you and link in with all parties involved to meet the needs of your child. We also have a very capable, highly skilled team of Support Staff to assist children in accessing the curriculum.

If a Class Teacher has any concerns about a child, a 'Request for Assistance' form will be completed and contact will be made with the child's parents. Together, parents and relevant staff members will discuss the child's progress to date, outline the barriers to learning and share ideas on the best strategies and interventions to help the child move on. The child will be monitored closely and Parents will be kept fully informed of their child's progress on a regular basis.

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

Dispute Resolution

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

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

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

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



articulate * sensitive * proactive * inspiring * realistic * evaluate



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

Donna McCann
Continuous Improvement and Integration Lead
South Area
01698 274656

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,

0845 123 2303 info@enquire.org.uk

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

Resolve

0131 222 2456
(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House
69a George Street
Edinburgh
EH2 2JG 0131 260 5380 enquiry@siaa.org.uk www.siaa.org.uk



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION - 10 - SUMMARY OF IMPROVEMENT PRIORITIES



St Aidan's Primary and Nursery School are fully committed to continuous improvement as we strive towards becoming a Centre of Excellence.

Annual Improvement Plan Session 2024-2025

Improvement Plan Summary	
Cluster Priority:	To improve attendance from 91.3% (NLC average) to 95% (NLC target) by May 2024 with a focus on improved approaches to early intervention and targeted support by Family Engagement Officer and cluster partners.
School/Nursery Priority 1:	LTA-To continue to improve attainment in literacy and numeracy by developing consistent standards, ensuring a robust and reliable moderation cycle aids our approach to the planning of effective learning, teaching, and assessment.
School/Nursery Priority 2:	Curriculum Refresh Narrative-Continue to Improve learners' experiences and outcomes through developing high-quality learning and teaching experiences with a focus on Play Pedagogy, inc. Outdoor learning and LfS, Voyage of Discovery learning context and Digital Learning. Year 2 of 3
School/Nursery Priority 3:	Continue to improve the contribution of partnerships, parents, and wider community to enhance children's wellbeing and engagement in learning

St Aidan's continues to be committed to self-evaluation and recognises it as the first stage to planning for improvement. Moderation practices have become a regular feature of the schools on going monitoring for improvement and have had a clear focus on attainment and building teacher's capacity to make informed judgements in relation to learner's attainment.

All staff remain fully committed to the improvement agenda within the school. A devolved leadership models operates at every level throughout the school and has led to a range of initiatives being developed and continued. The management team led working parties in line with the improvement plan priorities with all staff being involved. Most staff have responsibility for a curricular area and often take the lead during staff meetings. Nursery staff have led a range of initiatives to promote and support good parenting. Video Enhanced Reflective Practice (VERP) training has also been completed and this has encouraged a focused approach to self-evaluation within the nursery. Termly tracking and monitoring meetings with SMT are held to review learning and teaching, track pupil progress and discuss next steps. Staff continue to undertake a wide range of professional development activities which enable them to further meet the demands of a Curriculum for Excellence and lead fellow staff in updating and training. Through self-evaluation both internally and with cluster colleagues all staff regularly reflect on the work of the school. Pupils, parents and staff and partners express their views in annual reviews. The sharing of good practice is now embedded into the school calendar. Staff identify colleagues they wish to see on a learning visit, which also take place informally amongst staff throughout the year. Almost all parents comment on how positive their child's experience is within the school. Our attainment levels continue to be high and we are fully committed to maintaining this. Our latest HMIe report can be obtained from the Education Scotland website or our school website via the following link: <https://education.gov.scot/inspection-reports/north-lanarkshire/8515824>



articulate * sensitive * proactive * inspiring * realistic * evaluate



SECTION – 11 – HOMEWORK

Homework plays an important part in the life of the young learner and should reflect the curriculum and learning styles of the class. We believe homework helps pupils to:

- Learn how to organise and manage their time
- Take more responsibility for their own learning
- Practise and build on what they have learned at school
- Learn and work independently in the future

Homework helps teachers to check pupils understanding of class work and keep track of their progress. It lets parents find out what their child is doing at school and get involved in their learning. Homework provides an opportunity to celebrate success.

A Homework information letter will be issued at the start of every year, which provides information about homework and the school policy on homework so that there are shared expectations. In addition to this, homework workshops will be held for parents of infant children to share approaches and offer support and advice. Teachers also provide parents with 'Sharing Our Learning' leaflets on a termly basis with information about homework for the term ahead.

The Class Teacher will decide the time allocation for homework tasks relating to the child's stage and ability. Generally speaking, infant reading homework should take no more than 10 minutes on a daily basis, with this extending to 20 minutes as the child progresses through the school and the demands of the text increases. A typical week's homework will usually consist of reading, a phonics or spelling task, a maths task and (in the upper stages) a writing task linked to reading work, social studies work, R.E etc. Teachers will inform children of the return time of the tasks but generally speaking, as a means for developing good habits for High School, the teacher will set the homework at the start of the week, usually to be returned on a Thursday. Teachers will inform you of the Homework structure at the beginning of the school year. Homework is shared with parents via our school app.

In order for pupils to successfully complete homework tasks, the school will provide the necessary materials i.e. jotter, worksheet, reading material, workbook etc. However, it is the responsibility of the parent/guardian to provide any necessary stationery i.e. pencil, ruler, rubber, coloured pencils etc.

Parents or guardians finding homework tasks exceeding an appropriate time, or any difficulty arising, should feel free to contact the teacher by phoning the school to make an appointment or writing a message in your child's Homework Diary.

Resources and websites are readily available for parents who wish to work with their children at home.

HOME SCHOOL LINKS

In recognition of the fact that the home is the child's first learning environment, the school is keen to foster strong links to ensure that the child's transition from home to school is comfortable and successful.

Parents are always welcome in school and are encouraged to contact, in the first instance, the Head Teacher. Following discussion with Senior Management we can then arrange for suitable appointment time with your child's class teacher to discuss any further concerns. Parents' Evenings are held during the year when parents are given appointments affording the opportunity to speak to the class teacher, in private, about their child's progress. However, as previously stated, parents are welcome to contact the school at any time throughout the session to discuss pupil progress.



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



SECTION – 12- SCHOOL ETHOS

St. Aidan's Primary and Nursery has a warm, accepting and inclusive ethos, where all pupils, parents and staff are valued and treated with respect. We promote positive behaviour through our solution focused interactions. Staff are trained in restorative practice where we encourage pupils to recognise the effect of their actions on others. Staff regularly recognise and celebrate pupil strengths, progress and achievement in class and at whole school level, during weekly assembly. Links with the community are strong in St Aidan's and we enjoy support from services such as the local library, the Community Police and local supermarkets. We enlist the support of organisations such as the NSPCC and work collaboratively with other primaries in the area to promote ante-sectarianism through the projects such as Divided City. We are committed to helping others on a global scale and stand by our school motto 'Growing in Faith... Learning for Life. Through the work of our charity committee we support various initiatives including Mary's Meals, St. Andrew's Hospice, North Lanarkshire Foodbank and SCIAF.

SPIRITUAL, SOCIAL, MORAL and CULTURAL VALUES

"Catholic schools are communities of faith and learning whose educational vision is based upon the teachings and values of the Catholic Church. Catholic schools aim to help all students to develop fullest potential, preparing them for life, informing their minds and forming their characters so they can contribute with others, and above all with God, to the transformation of the world" (This is Our Faith),

Religious education is taught daily, the programme used throughout the school being "This is our Faith". We use Developing in Faith as a self-reflection tool of the themes.



Special celebrations throughout the year are:

Easter celebration

Sacraments of Reconciliation at P3, Eucharist at P4 and Christmas celebrations.

Celebration on the feast day of our school's name - St Aidan – 31st August

The children and staff attend First Friday Mass, which is a very strong tradition within the parish. The school and clergy liaise if we wish to arrange services which relate to particular stages or events. Parents are invited on all special occasions.

Pupils at P6 and 7, with their parents, join us in partnership for the sensitive involvement in the Religious and Moral Education programme – entitled God's Loving Plan. As relationship and moral education is the principal right of parents, teachers provide parents with information and materials to compliment the delivery of God's Loving Plan at home before they are covered in class. Parents if they wish may ask that their child is not involved in these lessons but this seldom occurs as parents welcome the very special and spiritual environment we provide at this sensitive time.



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national Religious Observance Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognized 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 authorized absentee in the register.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance: *Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.*

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.





SECTION – 14 - EXTRA-CURRICULAR ACTIVITIES/COMMUNITY

Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire."

Each year a range of out of school hours learning activities are provided by the school. These include cycling, coding club, football, cross country, technology, glee club and enterprise. In addition our Active Sports Coordinator offers support for individuals who wish to provide out of school hours learning classes. This year the school achieved its first Sports Scotland Gold Award.

Educational Outings are normally arranged to complement work being done in class and parental assistance has been a major factor in their success.

Indeed, without the additional adult support, these visits could not take place. Our Inspectors recently commented that *"There is a wide range of opportunities provided by all staff, children in Primary six and Primary seven and the Active School Coordinator and these help to nurture interests in sports and activities, such as dancing and cheerleading"*.

Visits are normally arranged to complement work being done in class and parental assistance has been a major factor in their success.

PARENT HELPERS. - The school is keen to involve parents in the day to day work of the children and we welcome any parent who is willing to come in and work with organising resources, helping at outings, assisting with homework bags etc. Any parent who is able to assist as a Parent Helper should contact the Head Teacher.

Publicity

The school regularly features in the local newspaper, "The Wishaw Press". On enrolment parents are requested to sign a statement giving permission for their child's photograph to appear in this publication.

SECTION – 15 - FREEDOM OF INFORMATION

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



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION – 16a - DATA PROTECTION

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in 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 uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/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, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school



articulate * sensitive * proactive * inspiring * realistic * evaluate



- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

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

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

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

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on 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 with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information
 - or, use of personal information is contrary to law or our legal obligations.

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



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION – 16b TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

plan and deliver better policies for the benefit of all pupils,

plan and deliver better policies for the benefit of specific groups of pupils,

better understand some of the factors that influence pupil attainment and achievement, target resources better.

Your GDPR rights

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

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

Further details are available on:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

Any Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk 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:

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>



articulate * sensitive * proactive * inspiring * realistic * evaluate



SECTION - 17a 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 schools actions in response to Child Protection concerns

If there are any Child Protection concerns the Head Teacher who is the Child Protection

Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines

Child Protection Co-ordinator is: Sandra McLean

Telephone Number 01698 522702

SECTION - 17b - 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.

The Head Teacher is responsible for following Adult Protection Procedures and Guidelines.

Adult Protection Co-ordinator is: Sandra McLean

Telephone Number: 01698 522702

SECTION - 18a - PROMOTING POSITIVE BEHAVIOUR

In St. Aidan's Primary School we believe that everyone should be treated with respect and that everyone should be respectful towards others. Our school rules are made for the safety and well-being of all and to enable pupils to benefit fully from the learning and teaching within the school. We have a whole school behaviour policy called Good to be Green which staff and pupils adhere to.

We pride ourselves in having an excellent ethos. A good relationship between pupil and teacher is similar to that between the child and his or her parents, requiring mutual consideration and respect. The "Golden Rules" on which our policy is based centre round:

Be gentle and kind

Be helpful

Work hard

Look after property

Be honest

In St Aidan's we believe that children should be punctual, come to school prepared, make their best effort in class and allow others to work without distraction. Children should keep the school and grounds tidy and in good order. Persistent failure to comply with the school rules will result in a child's parents being contacted to find a way to help improve behaviour. Minor misdemeanours are normally dealt with by the class teacher. Serious cases of indiscipline such as bullying, vandalism, fighting or any behaviour likely to endanger anyone are reported to the Head Teacher.

In our recent inspection it was noted that "*Children responded very well to teachers' high expectations of their behaviour and achievement. They are motivated to learn and are proud of their school*".



articulate * sensitive * proactive * inspiring * realistic * evaluate



SECTION 18b ANTI-BULLYING POLICY

We have an anti-bullying policy which is made available to all parents and pupils. This is planned to create an ethos which will make it clear that every child has a right to be happy and safe in school and that bullying is unacceptable. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

In addition, our school committee representatives are able to gather the views of every child on social and global issues as well as matters which affect them (Eco, Faith, Enterprise, Green Hands together, Rights Respecting Schools, Health and Pupil Voice). This encourages personal and community responsibility, impacting on behaviour and ethos within the school. We are extremely proud to be a Gold Rights Respecting School and we have also recently achieved our 9th Eco flag.

The use of rewards and praise are used in developing the child's self-esteem by highlighting good behavior. Each class has a Recognition Board where we place names of children who have gone above and beyond and are role models in keeping our three school rules. Be Safe, Be Ready and Be Respectful.

All children are rewarded for good behaviour by participating in 'Hot Chocolate Friday' with the Head Teacher and monthly A Factor Parties.





SECTION – 19 - HOME AND SCHOOL LINKS

Parents are the school's strength and the more you, as parents, are involved the greater your contribution to the children's educational development. The Parent Council is very active in supporting the school and has a busy diary of events which involves all families. Details of this can be found on the Parent Council Facebook page and our school website:

- Facebook - St Aidan's Primary School, Parent Council Wishaw
- School Website: <https://blogs.glowscotland.org.uk/nl/staidan>
- Twitter :@St_Aidans_PS
- School App: St.Aidan's Wishaw

Evenings for Parents to visit the school to discuss children's progress are planned for October and March each year and there is a '**Curriculum Workshop**' at the start of the new session. Tracking Reports are issued to parents in October, March and June which contain detailed evaluations of children's progress and next steps in learning. Parents are also invited to their child's class for an '-Eco and Health in Action Day' where the children showcase their work.

We have an open door policy here at St Aidan's for you to discuss issues of concern, to give your opinion/views on how to improve the school or just have a chat and say hello. Feel free to contact the school at any time if you wish to discuss any matter and a member of our Management Team will be happy to help.

If a parent wishes an interview with a class teacher, an appointment should be made through the Head Teacher. If a child has to attend a medical or dental appointment during school time, the appointment card or a letter from the parents requesting permission should be shown to the Head Teacher. The child must be collected and returned to the school by a parent or responsible adult.

All parents are invited to join the Parent Teacher Association and/or Parent Council. Parents are informed by newsletter of the various meetings and activities of these groups

SCHOOL COMMUNITY LINKS

The school plays an important link in the community and every effort is made to be involved in community activities such as football and netball festivals, library activities, police and fire brigade events, inter-school quizzes, entertainment for senior citizens, the local parishes etc. Through our Green Hands Together Committee we have also gained a very valuable partnership with Alzheimer Scotland.

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Wishaw/Shotts CLD Locality Office

Coltness High School

Mossland Drive

Wishaw ML2 8LY

Tel: 01698 274331

E: CLD-Wishaw@northlan.gov.uk



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION – 20 - 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: i.e. approved by the authority, or unauthorised. As defined by the Scottish Government.

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

If your child is likely to be absent, please inform the school by letter, telephone or email (enquires@st-aidans-pri.n-lanark.sch.uk) or Parenty Portal and give the child a note on his or her return to school, confirming the reason for absence. **If a child goes home for lunch and is unwell, it is imperative that the school is informed that the child will not be returning for the afternoon session. Staff will always phone when a child has an unexplained absence.**

Although attendance at Nursery is not mandatory, it would be appreciated if parents could phone the school to pass on absence information. In the case where a child has been absent from Nursery for more than two days a courtesy call will be made to check on the child's welfare.

SECTION – 20a - FAMILY HOLIDAYS DURING TERM TIME

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

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

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

- The availability of cheap holidays
 - The availability of desired accommodation
 - Poor weather experience during school holidays
 - Holidays which overlap the beginning or end of term
 - Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)
- Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.





SECTION - 20b - EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday.

Leave in such circumstances will be authorised under circumstances such as

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

Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

SECTION - 20c - EXCEPTIONAL DOMESTIC CIRCUMSTANCES

In the event of exceptional domestic circumstances, parents/carers may request permission for such leave in writing and the school may authorise such requests under the following

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

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

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





SECTION 21 - CLOTHING AND UNIFORM

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

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

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

Parents of Primary aged children in receipt of a clothing/footwear 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 is at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First Stop shop. Parents 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), housing benefit, Employment & Support Allowance (Income related) and council tax rebate.

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

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





We request that parents mark all items of clothing with their child's name

Jewellery

In the interest of safety and in line with Regional Safety Regulations, children are asked not to wear jewellery during P.E. lessons. All jewellery must be removed, including earrings for the following reasons:

- Earrings could catch on equipment and cause injury/bleeding.
- Earring pins could puncture the soft tissue in the neck area
- Cross infection from bleeding could prove dangerous to other pupils and teachers.

If your child cannot remove his/her own earrings, parents should remove them prior to coming to school on PE days.

SCHOOL UNIFORM

**GREY SKIRT OR TROUSERS
TARTAN PINAFORE
WHITE SHIRT AND TIE
OR
WHITE/GOLD POLO SHIRT
GREY CARDIGAN OR JUMPER
OR
PURPLE SWEATSHIRT
BLACK SHOES**





SECTION – 22 - MEALS

A cafeteria system is in operation within the school whereby the children may purchase a varied and balanced meal as well as hot and cold snacks. Pupils now select their chosen meal using a coloured band system. Payment can be made via Parent Portal. School meals are made on the premises by experienced and qualified staff. Vegetarian dishes are available and special diets for children with ethical, religious or cultural reasons should be requested in writing to the Head Teacher who will liaise with the school catering service.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be

It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers 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 b should be completed and can be signed by the parent.

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

All nursery children and pupils in P1 – P5 are entitled to a free school meal.

Free School Meals P6 and 7

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 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 and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Children who bring a packed lunch are also seated in the dining room. Parents are requested not to give children any foods which may contain nuts, as some children suffer from nut allergies. Children have free access to chilled water and are expected to keep a water bottle on their desk.

Parents are requested to support their children's education relating to healthy eating.

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



articulate * sensitive * proactive * inspiring * realistic * evaluate



voluntary/private nursery), are entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement. Children attending nursery will also receive healthy snacks both in the morning and afternoon.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2024.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk

SECTION - 23 - PLACING REQUESTS

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

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

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

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



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION - 24 – TRANSPORT

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

Parents/carers who consider they are eligible can apply on the Council website. Applications should be submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

PICK UP POINT

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

The school bus drops children off in a safe designated area and picks them up at 3.00 pm.

PLACING REQUESTS

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

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

Cycles

Children are encouraged to cycle to school if they have a helmet and parental permission. Cycle racks are in the senior playground but children should dismount when reaching the playground.

Parents should not use the school car park when collecting/setting down children. Parking is available in surrounding streets. Parents with mobility difficulties should speak to the Head Teacher to agree parking arrangements.





SECTION – 25 - MEDICAL AND HEALTH CARE

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at the ages of 10/11 years, by staff of Lanarkshire Health Board. Parents may refer their child at other times to the clinical medical officer for examination or advice. Within St Aidan's Primary children at Primary 1 and Primary 7 stages are given routine dental examinations in addition, all children against the flu within the Nursery the children have visits from Child Smile who provide fluoride varnishing and visits from the Ophthalmologist

Parents are requested to inform the school in writing if they wish their child to leave the premises within school hours. Parents taking children to the dentist etc. must report first to the school office. Children must be collected from the school by an adult.

Parents should specify any particular medical requirements of their children. When a child takes ill at school, or has an accident, we make every attempt to inform the parent or emergency contact. The parent or emergency contact is asked to take the child to the doctor, who will treat, or advise hospital check-up.

On enrolment, parents are asked to sign a consent form indicating that they give permission for routine medical examinations.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangement for the pupil to receive education elsewhere, other than at an educational establishment.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information please contact the school.

It is important that the school has up to date contact information relating to address and phone numbers. Parents must inform the school if their child is going to be absent for any reason. We will always call a parent or relative if a child fails to turn up at school.

SECTION – 26 - INFORMATION IN EMERGENCIES

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

In extreme emergency, should we require to evacuate the building, we would go to St. Aidan's Church.



articulate * sensitive * proactive * inspiring * realistic * evaluate



SECTION - 27 – THE PARENT FORUM

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

As a parent of a child at this school you are automatically 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

SECTION - 27a – THE PARENT COUNCIL

Parent Councils came into force on 1st August 2007. The Parent Council will be determined by the Parent Forum. The Head Teacher will be the professional adviser to the Parent Council. The Head Teacher or her representative has a right and duty to attend all meetings and these are open to the public.

The Parent Council's rights and duties include:-

- Supporting the work of the school.
- Representing the view 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 head teacher and education authority, and
- Receiving an annual budget for administration, training and other expenses
- Improving home school partnership and facilitating parental involvement.

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

The Parent Council of St Aidan's Primary was established in August 2007 and comprises of parents, one Church representative and one staff member. In September 2009 the Parent Council and the Parents' Association merged to form one body known as St. Aidan's Parent Council

The head teacher serves as professional adviser to the Parent Council. The head teacher has a right and a duty to attend all meetings of the Parent Council. Our active Parent Council meets regularly and takes a supportive and active interest in the work and corporate life of the school. The members of our Parent Council are:



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



Parent Council Membership

Mrs S Hoey	Chairperson
Mrs G Henry	Vice Chairperson
Mrs J Prentice	Treasurer
Mrs CL Weir	Secretary
Fr Liam O'Connor	Church Representative
Miss M Walsh	Parent Member
Mrs J McCafferty	Parent Member
Mrs L Paton	Parent Member
Mrs E Sajjad	Parent Member
Mrs A Murphy	Parent Member
Mrs R Lally	Parent Member
Mrs S McLean	Head Teacher, Professional Adviser
Miss. D McGinn	Staff Representative

Our Parent Council greatly supports the work of the school. Parents are notified of any meetings or functions which are organised and communication with members of the Association can be made through the school, by logging on to the Parentzone section of our school website www.sappa.org.uk. The Parent Council also have Twitter and Facebook pages which keep everyone up to date on latest news or events.

Facebook - St Aidan's Primary School, Parent Council Wishaw

Each year, the Council contributes to the school's activities with financial assistance for a range of school activities and events.

The parent members are also very generous in donating their own time to the children e.g.:

Accompanying children on outings which require additional adult supervision.

Meetings take place on a monthly basis and all parents are encouraged to attend.

PUPIL COMMITTEES

Giving pupils a voice and seeking pupil views is a priority in St Aidan's. Pupils in Primaries 1 – 7 are invited to become members of committees where they meet as a body, set agendas, take minutes and influence decisions and actions across the school. Nursery children are represented within the Pupil Council. Committees focus their work on driving forward:

Pupil Council Developing the Young Workforce Digital Champions Fairtrade Eco
Rights Respecting Schools Enterprise Faith in Action Green Hands Together Health and
Wellbeing Active Learning



articulate ✦ sensitive ✦ proactive ✦ inspiring ✦ realistic ✦ evaluate



SECTION - 28 - SUPERVISION IN NON-CLASS TIMES

An adult presence is provided in playgrounds at break times in terms of the Schools' Safety & Supervision of Pupils (Scotland) Regulations 1990. In St. Aidan's members of the school management team, the janitor, classroom assistants and ASNAs fulfill this requirement.



SECTION – 29 - TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of 11.5 and 12.5, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year proceeding the date of transfer at the start of the new session.

Pupils normally transfer to:

St Aidan's High School
Waverley Drive
Wishaw
Telephone 01698 352555

SECTION – 30 - NAMES AND ADDRESSES

Education and Families

Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Councillors for the school:

Nicky Shevlin
Cameron McManus
Louise Roarty

Civic Centre
Windmillhill Street, Motherwell
ML1 1AB

The Education and Families Manager for the school is: Marie-Claire Hendry

The Cluster Improvement and Integration Lead for the school is:

Mrs Donna McCann
NLC Interventions & Inclusion Base
South Area
01698 274656



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



SECTION – 31 - SPECIALIST TERMS

Advanced Higher	Advanced Highers are National Qualifications that consist of units and a course assessment. They involve a question paper (exam) or coursework (eg assignments and/or practical activities) or both. They are graded A to D or 'no award'.
A level	A (advanced) levels are taken in some schools in Scotland, particularly independent schools. A levels are two-year study courses and, in most cases, pupils should have passed a General Certificate of Secondary Education (GCSE) or an equivalent Scottish qualification in the subject they wish to take at A level.
Area Lead Officer	An Education Scotland officer who liaises with the local authority.
Attainment	The level of achievement reached, often described in terms of the number and/or level of particular awards or qualifications.
Curriculum for Excellence (CfE)	Often shortened to CfE, Curriculum for Excellence is the curriculum in Scotland for all children and young people aged 3-18.
Depth (of learning)	Experiences are planned and organised to offer opportunities to extend skills and understanding.
Eco-Schools Scotland	The Eco-Schools programme is an international initiative designed to encourage whole school action for the environment. It is a recognised award scheme that accredits early learning and childcare settings and schools that make a commitment to continuously improve their environmental performance. The aim of the Eco-Schools programme is to make environmental awareness and action a central part of the life and ethos of the school for both pupils and staff, and to engage the wider community.
Early Learning and Childcare (ELC)	Early learning and childcare encompasses all previous terminology related to pre-school provision and early education. It refers to different types of provision which care for and educate young children. It includes nursery schools and classes, family and pre-5 centres, community nurseries, playgroups and childminders. The term was introduced in the Children and Young People (Scotland) Act (2014).
Enterprising (approaches to learning)	These encourage all children and young people to learn and develop in ways that meet their needs and develop skills for learning, skills for life and skills for work.
Free school meals	In accordance with Scottish Government legislation, pupils from low-income families are entitled to free school meals.
Health and wellbeing	In this curriculum area, children and young people will learn about: mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse; relationships; and sexual health and parenthood.
Higher	Highers are National Qualifications and are usually taken in the fifth and sixth years of secondary education at about age 17 or 18. Highers are required for entry into higher education. The awards are graded by performance in national examinations. Candidates are also required to pass all unit assessments associated with the course.
Improvements through self-evaluation (QI)	This quality indicator relates to the quality of the early learning and childcare (ELC) setting or school's arrangements for improvement. It evaluates how well the ELC or school staff identify what they need to improve and their arrangements for ensuring their actions improve outcomes for children and young people. It also highlights how well the ELC or school gathers and





Information and Communications Technology (ICT)

responds to the views of children, parents and other partners. It also relates to how well the ELC or school tracks children's progress in their learning.

Computers, games consoles, digital/video cameras, programmable toys and phone technology.

Leader of Learning

A member of staff who has key responsibility for developing an aspect of learning, teaching or an area of the curriculum.

Lead Officer (Early Years)

Education Scotland officer who has key responsibility for managing the early learning and childcare inspection programme.

Learners' Experiences (QI)

This quality indicator relates to the quality of children's learning experiences and the extent to which they are aware of their strengths and what they need to do to improve their learning. It also evaluates how well the early learning and childcare centre or school involves children and young people in making decisions about their school or setting.

The ability to communicate by reading, writing, and listening and talking.

Reading - The ability to understand and interpret ideas, opinions and information presented in texts. It includes handling information to make reasoned and informed decisions.

Literacy

Writing - The ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.

Listening and talking - Listening is the ability to understand and interpret spoken ideas, opinions and information for a purpose and within a context, drawing on non-verbal communication (body language and facial expressions) as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context. Further information on literacy and numeracy can be found on Parentzone Scotland.

Meeting Learning Needs (QI)

This quality indicator relates to how well the early learning and childcare (ELC) setting or school meets the learning needs of all children. It also relates to how well the ELC setting or school identifies and supports children and young people who may require additional support.

National Qualifications (NQs)

Scotland's system of National Qualifications (NQs), which is managed by the Scottish Qualifications Authority (SQA), ensures that learners receive recognised awards for their achievements. National Qualifications include national units, national courses (National 2 to National 5, Higher and Advanced Higher) and Scottish Group Awards.





The ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts, and results.

Number processes means solving problems that can happen in everyday life through: carrying out calculations involving addition, subtraction, multiplication, and division; using whole numbers, fractions, decimal fractions and percentages; making informed decisions based on the results of these calculations; understanding these results.

Numeracy

Money, time and measurement means using and understanding money, time and measurement to solve practical problems in a variety of situations, using relevant units and suitable instruments, with appropriate accuracy.

Information handling means being able to interpret information in tables, charts and other graphs to come to sensible conclusions. It involves interpreting the data and considering its reliability in making reasoned deductions and informed decisions. It also involves an awareness and understanding of the chance of events happening.

Outcomes

What children can achieve in the eight areas of the curriculum.

Parent

Refers to the mother or father of a child or young person, or to any foster carer, relative or friend who has been given responsibility for looking after or bringing up a child, for example through a supervision order.

Primary

Children in Scotland usually go to school when they are between four-and-a-half and five-and-a-half years old. They spend seven years at primary school (P1-P7) before going on to secondary school around the age of 12 years old. Primary schools are organised in classes, by age, with a mix of boys and girls and children of all abilities. Each class is the responsibility of a class teacher, who will teach most or all of the curriculum, often with some support from specialist visiting teachers.

Scottish Qualifications Authority (SQA)

The Scottish Qualifications Authority (SQA) develops, assesses and awards qualifications taken in workplaces, colleges and schools. The SQA provides qualifications across Scotland, the United Kingdom and internationally.

Secondary

Children in Scotland usually go to secondary school when they are between 11-and-a-half and 12-and-a-half years old, having completed seven years at primary school.

Tracking progress

When staff assess and record children's progress in learning. This helps staff describe how well a child is doing against Curriculum for Excellence levels.

SECTION – 32 - QUALIFYING STATEMENTS

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

- Before the commencement or during the course of the school year in question.
- in relation to subsequent school years

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

Additional Information

NL Digital School



articulate ✦ sensitive ✦ proactive ✦ inspiring ✦ realistic ✦ evaluate



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](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) 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.



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate



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 [Scottish Armed Forces Education Support Group - gov.scot \(www.gov.scot\)](http://www.gov.scot)

SUPPORT FOR LEARNING

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

South Locality

Mrs Donna McCann
Continuous Improvement and Integration Lead

You can also get more help 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 provides a range of factsheets.

TEL: 0345 123 2303

Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquire.org.uk for children and young people

Children in Scotland- Resolve Mediation –
0131 222 2456

Independent Adjudicator

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



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate



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

Social Work
Kings House
King Street
Wishaw
MML2 8BS
01698 348200

Wishaw Health Centre
01698 355511

Wishaw/Shotts CLD Locality Office
Calderhead High School
Dyfrig Street
Shotts
ML7 4DH
Tel: 01698 274343
E: CLD-Wishaw@northlan.gov.uk

Mrs Sandra McLean
Head Teacher

DECEMBER 2023



articulate ✪ sensitive ✪ proactive ✪ inspiring ✪ realistic ✪ evaluate