

St Bartholomew's



Primary School & Nursery Class

Handbook 2016/2017



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Department of Learning & Leisure Motto

“Service and People First”

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.

North Lanarkshire Council Pledge:

- ✓ Improving learning and teaching
- ✓ Raising achievement and realising potential
- ✓ Encouraging lifelong learning
- ✓ Working with communities for a better future
- ✓ Listening and learning together
- ✓ Celebrating success
- ✓ Respecting the dignity and value of all
- ✓ Giving pupils and staff a safe, happy and attractive place to work

Dear Parents and Carers,

Thank you for considering St Bartholomew's Primary School & Nursery Class as the school for your child. I hope you find the information contained in this handbook both informative and helpful.

As outlined in our mission statement, St Bartholomew's endeavours to build a stimulating, caring learning community in which all pupils and staff have the opportunity to develop and reach their full potential. We are fully committed to working in partnership with parents, carers and the wider community to ensure St Bartholomew's provides the highest quality of education across all curricular areas, with the needs of the whole child – spiritual, physical, academic, emotional and social – being recognised, nurtured and developed.

Within a few minutes of stepping foot inside St Bartholomew's Primary you will come face to face with an incredible bunch of enthusiastic, polite and hard-working children who are, quite simply, OUT-OF-THIS WORLD! We are extremely proud of our pupils and actively promote high aspirations and ambitions to support them in developing into successful learners, confident individuals, effective contributors and responsible citizens, not only within the school, but in the local, wider and global community. Achievements across all areas of the curriculum are continually recognised and celebrated.

Our pupils are supported in their learning by a fantastic team of extremely dedicated and hard-working staff, both teaching and non-teaching. There's a diverse array of knowledge and expertise amongst the St Bartholomew's staff (as well as amongst our wider school community) and this allows us to offer a wide range of quality learning opportunities for our children, both within and out with the school day.

If you require any further information, please do not hesitate to contact the school office; we'll be happy to help in whatever way we can. Please also take the opportunity to visit and explore our school website. This is updated on a daily basis and is a great way of keeping in touch with what's going on in St Bartholomew's.

I look forward to working in partnership with you over the coming years. A very warm welcome to St Bartholomew's!

Yours faithfully,

Graeme Young

Head Teacher

MISSION AND AIMS

St Bartholomew's Primary School endeavours to build a stimulating, caring learning community, based on Gospel values, in which all pupils and staff have the opportunity to develop and reach their full potential. We are fully committed to working in partnership with parents, carers, clergy and the wider community to ensure St Bartholomew's provides the highest quality of education across all curricular areas, with the needs of the whole child - spiritual, physical, academic, emotional and social - being recognised, nurtured and developed.

This Mission Statement is expressed more fully through our seven aims:

- ✓ To provide a safe, secure, stimulating and inclusive learning environment where all members of our school community feel happy, safe and valued.
- ✓ To establish and maintain high, but realistic, standards and expectations for our pupils, encouraging and supporting them to take responsibility for their own learning.
- ✓ To foster a love of learning in both pupils and adults through the provision of a wide range of high quality learning experiences which are purposeful, challenging and enjoyable.
- ✓ To work in partnership with parents, parish and the wider community to ensure that our pupils participate in a range of valuable experiences beyond the classroom and have regular opportunities to make a positive contribution to their local community.
- ✓ To foster Christian values of justice, fairness, integrity and compassion, equipping our pupils to serve as responsible citizens within our school and in the local and global community.
- ✓ To provide meaningful opportunities for pupils to develop their knowledge and understanding of the Catholic faith, actively participate in religious observance and respond positively to God's invitation of friendship.
- ✓ To equip pupils with the skills and attributes necessary for making an effective contribution to an ever changing society by encouraging and facilitating enterprise, creativity and ambition.

SCHOOL INFORMATION

St Bartholomew's is a Roman Catholic Primary School which admits both girls and boys from Primary 1 to Primary 7. We also have a nursery class which is non-denominational and accepts children from aged 3. The classrooms are bright and spacious and there are additional open areas which pupils use for practical work. The school has a well-stocked library, a computer suite, a playroom for younger pupils, a music room and a room for cooking and community activities. We are fortunate to have a large gym hall which includes a fantastic stage for school shows. Our oratory offers a quiet, peaceful space for prayer and reflection. Outside, there is a large tarmacadamed playground as well as an extensive grassed area which includes a trim-trail.

St Bartholomew's Primary School & Nursery Class

Deveron Street

Coatbridge ML5 2JB

Tel: 01236 794820

Fax No. 01236 424751

e-mail: ht@st-bartholomews.n-lanark.sch.uk

Website: www.st-bartholomews.n-lanark.sch.uk

Present school roll	203
Agreed capacity	267
Nursery Class	40/30

At the moment eight classes have been formed but this may alter. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

COMMUNITY FACILITIES

Details of activities/letting procedures are available from:

Learning & Leisure Services

Community Facilities Section

Municipal Buildings

Kildonan Street

Coatbridge ML5 3BT

Tel: 01236 812407

MEET THE TEAM (2015/2016)

HEAD TEACHER

Mr Graeme Young

PRINCIPAL TEACHERS

Mrs Deirdre Bolland

Mrs Martina MacIntyre

CLASS TEACHERS

Mrs Marie Carlin

Miss Natalie Connor

Miss Kayleigh Brennan (prob)

Miss Jade Duffy (prob)

Ms. Teresa Kiernan

Mr Liam Fowler

Mrs Sara Jane MacFarlane

Mrs Katie McLean

Mrs Kate Wilson

Mrs Claire O'Neill (Nursery)

EARLY YEARS WORKERS

Mrs Tracy Brown

Mrs Joanne McKibbin (Senior)

Mrs Caroline Whelan

EARLY YEARS WORKER (P1-3)

Mrs Terri McNaughton

PARISH PRIEST

Father John Doherty

VISITING STAFF

Educational Psychologist: Roma French

CLASSROOM ASSISTANTS

Mrs Christine Dolan

Mrs Jacqueline Ruddy

ADDITIONAL SUPPORT NEEDS ASSISTANT

Miss Anne Davidson

CLERICAL ASSISTANTS

Mrs Carol Clare

Mrs Faith Smillie

JANITOR

Mr John Lynch

CLEANING STAFF

Mrs Mima Kerr

Mrs Patricia Kerr

Miss Agnes Weir

DINING ROOM STAFF

Mrs Allison McLaughlan

Mrs Liz Whitson

SCHOOL CALENDAR

OUR SCHOOL DAY

Open	9.00 a.m.
Interval	11.00-11.15 a.m.
Lunch	12.30 – 1.15 p.m.
Close	3.00 p.m.

Nursery

Morning Session	8.40 – 11.50 a.m.
Afternoon Session	12.30 – 3.40 p.m.

All P1 pupils will require to attend full-time from first day of the session.

First Term

School re-opens	Monday 15 th August 2016
Pupils return	Wednesday 17 th August 2016
Local Holiday	Friday 23 rd September/Monday 26 th September 2016
Mid-term	Closes Friday 14 th October
Re-opens	Monday 24 th October 2016
In Service	Monday 21 st November 2016
Closes	Friday 23 rd December 2016

Second Term

School re-opens	Monday 9 th January 2017
Mid Term: closes	Monday 13 th February 2017
Re-opens	Thursday 16 th February 2017
Closes	Friday 31 st March 2017
Re-opens	Tuesday 18 th April 2017

Third Term

School closed	Monday 1 st May 2017
In Service Day	Thursday 4 th May 2017
Re-opens	Friday 5 th May 2017
May weekend closes	Thursday 25 th May 2017
Re-opens	Tuesday 30 th May 2017

St Bartholomew's closes for the summer holidays on Wednesday 28th June 2017

In-Service Days (school closed to pupils)

Monday 15th August 2016

Tuesday 16th August 2016

Monday 21st November 2016

Wednesday 15th February 2017

Thursday 4th May 2017

ENROLMENT

Parents have been given freedom regarding choice of school for their children. However, it is necessary for children to be registered at the school which serves their area. Thereafter, parents may, if they wish, make a placing request to have their child enrolled in a school elsewhere. Children who are due to start school in August, and who live in the catchment area, register here at some point during January. Details will be given in the school newsletter, church bulletin and local shops.

Information regarding parental rights will be given to parents on the registration days or by request at any other time.

At the time of registration parents are asked to bring their child's Birth Certificate and Baptismal Certificate if appropriate.

No pupil within the catchment area of St Bartholomew's Primary School qualifies for a bus pass.

You have the right to make a placing request for your child to be educated in a school other than their catchment 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 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 into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests is available from the school or the North Lanarkshire Council website.

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

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality.

This information can be accessed at: <http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-schools>

SCHOOL IMPROVEMENT PLAN

In arriving at our improvement priorities, we took account of the National Concordat, North Lanarkshire LLS Service Plan, the audit of last year's improvement plan and engagement with staff, parents/carers and learners. We also took account of Curriculum for Excellence and legislative responsibilities in respect of parental involvement, health promotion and equalities.

Improvement Priorities for 2015-2016

- To raise attainment in literacy and numeracy through a comprehensive audit and evaluation of current provision across the school, including programmes of study, resources and approaches to learning and teaching.
- To further develop sound, effective practice in assessment and moderation (making use of the NAR and TACLAN) with a particular focus on numeracy, literacy, social subjects and the application of skills in real-life contexts.
- To develop a clear long-term strategy for promoting and developing all aspects of Health & Wellbeing across the school, underpinned by a comprehensive programme of study and progression of skills.
- To raise attainment in Technologies through the provision of high quality, enjoyable learning experiences for all pupils which demonstrate clear progression between and within CfE levels and appropriate breadth, challenge and opportunities for application.

A full copy of the current Improvement Plan is available on our school website. Parents may also wish to link to www.educationscotland.gov.uk to obtain further information on *Curriculum for Excellence*.

Curriculum for Excellence aims to achieve transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3-18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament: Wisdom, Justice, Compassion and Integrity. 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. What are the curriculum areas in Curriculum for Excellence? There are eight curriculum areas:

Expressive Arts

Health and Well Being

Languages (literacy)

Mathematics (numeracy)

Religious and Moral Education

Sciences

Social Studies

Technologies

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

The Seven Design Principles of *Curriculum for Excellence* encapsulate our aspirations for every St Bartholomew's pupil:

Challenge and Enjoyment

Staff continually plan pupils' learning to ensure it is challenging, engaging and motivating. Our curriculum encourages high aspirations and ambitions for all of our pupils. At each stage of the school, learners of all aptitudes and abilities experience an appropriate level of challenge, enabling each child to achieve their full potential. They are active in their learning and have opportunities to develop and demonstrate their creativity.

Breadth

All of our pupils have opportunities for a broad range of experiences. Our curriculum is organised to enable them to learn and develop through a variety of contexts within the classroom and through other aspects of school life. Out of school visits and guest speakers are arranged throughout the year to enhance and reinforce the children's learning.

Progression

All of our pupils experience continuous progression in their learning within a single curricular framework. Our '*Continuity, Pace & Progression Framework*' helps ensure that learning and teaching continually builds upon pupils' existing knowledge, skills and achievements. We allow all pupils to progress at a rate which meets their needs and aptitudes, and class teachers ensure that options are kept open so that routes are not closed off too early.

Depth

There are regular opportunities for our pupils to develop their full capacity for different types of thinking and learning. As they progress, we seek to help them develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding. Staff use their knowledge of higher order thinking skills to facilitate deep learning.

Personalisation and Choice

Our curriculum responds to the individual needs of pupils and supports particular aptitudes and talents. It gives our pupils opportunities for exercising responsible personal choice as they move through the school. There are safeguards to ensure that choices are soundly based and lead to successful outcomes. All pupils regularly participate in personalisation and choice modules, providing opportunities for them to learn and develop specialised knowledge and skills.

Coherence

Our pupils' learning activities combine to form a coherent experience. Staff ensure there are clear links between the different aspects of pupils' learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

We work hard to ensure our pupils understand the purposes of their activities. They are encouraged to see the value of what they are learning and its relevance to their lives, both present and in the future. We plan regular themed days/weeks as well as whole-school mini topics. These support staff in unpacking the Experiences and Outcomes in innovative ways to make learning experiences relevant to real life.

In *Curriculum for Excellence*, learning is divided into two phases. The Broad Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

<u>LEVEL</u>	<u>STAGE</u>
Early	the pre-school years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
Senior Phase	S4-S6 and college or other means of study

HOW WILL MY CHILD'S LEARNING BE ASSESSED?

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.

Assessment is an integral and essential part of learning and teaching. St Bartholomew's Primary School endeavours to ensure assessment always supports pupils' learning by focusing not only on outcomes achieved, but on the process of each child moving from where they are in their learning towards new, more advanced goals. Through assessment, teachers gather a range of evidence to help identify and plan the teaching input each pupil requires to achieve their next steps in learning.

Staff plan assessment activities at the outset of medium-term planning and tasks are directly linked to the selected Experiences & Outcomes and intended learning. Staff also give careful consideration to whether they are assessing breadth, challenge or application.

High-quality interactions between St Bartholomew's pupils and staff lie at the heart of effective assessment. Teachers endeavour to interact with pupils in ways which encourage them to *think* and to talk about and demonstrate their learning. These interactions are based on thoughtful questions, careful listening, reflective responses and effective feedback strategies. Focused dialogue about learning takes place on a regular basis between teachers and pupils. The Head Teacher meets with each class teacher on a termly basis to discuss the progress of pupils and identify the most effective ways of helping every child meet their full potential.

Across all stages of the school, teachers take the time to share and discuss with pupils what they are expected to learn. Learning intentions, along with their related success criteria, are shared with pupils at the outset of every lesson. There are also regular opportunities for the boys and girls to identify and formulate their own success criteria. Success criteria (e.g *I can use the formula length x breadth to calculate the area of a rectangle*) allow pupils to see what success 'looks like' before embarking on a task. To ensure that all of our pupils feel a daily sense of achievement, class teachers in St Bartholomew's ensure that learning intentions and success criteria are challenging but also realistic.

Based on the initial learning intentions and success criteria, St Bartholomew's pupils are given prompt, focused feedback about how well and how much they have learned. This helps them to move forward in their learning by identifying what they need to do next to improve and develop.

Staff provide pupils with a variety of prompts appropriate to their age and stage to support them to talk about and demonstrate their learning. In upper-school classes, children have a specially-produced prompt card. A similar bookmark is available for lower-school teachers to use with or adapt for pupils. Pupils also engage in self and peer assessment on a daily basis. Peer assessment provides the opportunity for the boys and girls to support and extend each other's learning.

St Bartholomew's pupils are trained from the early stages to identify and select appropriate pieces of work which provide evidence of their learning. Selected pieces of evidence are added to each child's 'Learning Journey Folder' once a month.

Teachers in St Bartholomew's gather assessment evidence from a wide range of sources in order to gain an accurate picture of each child's progress and staff regularly devise specific assessment tasks to check a pupil's ability to apply particular knowledge and skills. For example, after doing lots of practical activities using real timetables and television schedules, a pupil might be given a short written assessment on time

durations. Assessment tasks can take many different forms: writing a report, making a model, talking in a group, performing a dance sequence, doing a sum.

Occasionally, more formal assessments are used to help the school gain a fuller picture of a child's ability in particular areas of the curriculum. Primary 1 pupils are given an online 'baseline assessment' in maths and language when they begin school in August. Pupils across the school are formally assessed in writing at three milestones across the year and data from these assessments is recorded on individual pupil tracking sheets. Likewise, pupils across the school are formally assessed in reading as they progress through the coloured reading bands. Once again, progress is recorded on individual pupil tracking sheets. *Heinemann Active Mathematics* is used as the school's principal source of maths assessments and '*iplanner*' is used to record pupil progress.

St Bartholomew's pupils are given regular opportunities to reflect on their learning. All pupils use a 'Learning Log' to think about and record what they have learned, including the things they found easy, the challenges they faced and what they need to do now to progress and improve. Through this sort of on-going reflection, and regular dialogue with their class teacher, St Bartholomew's pupils are actively involved in the learning and teaching process and become increasingly more able to recognise and understand for themselves the progress they are making. Each class also uses their class page on the website to reflect on, evidence and share their learning.

Information on pupil progress is shared with parents on a regular basis:

- *Learning Journey Folders* are sent home each term with a short comment from the class teacher and child; parents also have the opportunity to make a written comment on their child's progress.
- Parent consultations take place twice each year, in October and March, providing parents with the opportunity to look at their child's jotters and discuss their learning and progress with the class teacher.
- Each class has their own page on the school website. These are updated approximately once a week and showcase a variety of learning activities the children have been involved in.
- A detailed written report is sent to parents at the end of each year providing information on progress across all areas of the curriculum as well as identifying next steps.

Of course, parents are encouraged to contact the school at any point during the year should they have any concerns or questions about their child's progress.

Each year St Bartholomew's 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.

- National 4 and 5 qualifications were introduced in 2013/14
- 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

LANGUAGE and LITERACY

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. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

The three organisers within the *Literacy and English* curriculum are:

- Listening and Talking
- Reading
- Writing.

St Bartholomew's pupils experience a learning environment which is rich in language and which sets high expectations for literacy and the use of language. The children spend time with stories, literature and other texts which enrich their learning, develop their language skills and enable them to experience enjoyment.

Throughout their time in St Bartholomew's, pupils experience a wide range of approaches to support them in developing their literacy skills including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches the appropriate and effective use of ICT.

Core language work in St Bartholomew's is based on the *North Lanarkshire Active Literacy* programme.

Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including the teaching of phonics.

Primary 1-3 pupils develop their reading skills through a progressive 'banded' book system before moving onto an extensive library of real novels from Primary 4 upwards. Primary 4-7 pupils also use an exciting range of non-fiction books called *Scholastic Connectors*. These not only give children the opportunity to find out about a wide variety of interesting topics, but also develop their ability to work collaboratively in small groups and support each other's learning through focused questioning. Outside of their core reading books, the children have daily exposure to a wide variety of other texts including books linked to their current class topic, newspaper articles and the Internet.

St Bartholomew's has a comprehensive grammar and punctuation framework which follows a three-step model. Core knowledge and skills are initially introduced through texts before being formally taught the following year. They are then revisited and consolidated in the third year to help ensure that skills are embedded. Grammar and punctuation is predominately taught using shared whole-class texts.

Teachers are able to display and manipulate extracts from these on the interactive whiteboard so that pupils can explore punctuation marks, parts of speech (nouns, verbs, adjectives, etc.), sentence structure, and so on. The children also use interactive whiteboards to play grammar and punctuation games.

St Bartholomew's has a carefully devised framework for the teaching of writing which provides pupils and staff with a set of progressive and increasingly challenging success criteria. These support pupils in building-up their skills over time and in being able to produce increasingly more complex pieces of writing as they move through the school.

Pupils at all stages follow a progressive spelling programme which is matched to the ability of each child. This ensures that the words and spelling rules being learned each week provide appropriate challenge but also allow all children to experience success. The children use a wide range of fun activities to practise their weekly spelling words.

Even in this age of computer technology, we continue to place a strong emphasis on handwriting and presentation in St Bartholomew's. Handwriting is taught daily from Primary 1 - 4 and two to three times a week in Primary 5. Input in Primary 1 and 2 focuses on the correct and precise formation of letters, with joined handwriting being introduced progressively during Primary 3, 4 and 5. Primary 6 and 7 pupils spend time perfecting a mature, fluent script and are given the opportunity to use a variety of pens.

SPANISH

SPANISH is the main modern language taught in St Bartholomew's.

Learning other languages enables children to make connections with different people and their cultures and to play a fuller part as global citizens. It is also important for Scotland's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.

The St Bartholomew's Primary Spanish programme seeks to:

- establish a solid basis for the lifelong learning of modern languages
- ensure that pupils experience success and retain initial enthusiasm
- achieve balance between coverage of language content and development of effective language learning skills
- encourage pupils to investigate and report back on aspects of culture and geography.

Of utmost importance across all stages of the school is that St Bartholomew's pupils experience success when they are learning Spanish by providing them with a range of enjoyable, practical activities. One of our key aims is to develop pupils' ability to use and enjoy Spanish in situations as close to real life as possible. This will develop the children's ability to use Spanish for a range of relevant purposes in work and leisure throughout their life.

Spanish is introduced in St Bartholomew's from Primary 1. At early and first level, teachers build on the children's natural curiosity for sounds and words, and their strong desire to communicate.

Activities include playing games, singing songs, carrying out simple instructions, and playing with simple poetry and rhyme. In this way they can begin to be enthusiastic, confident language learners from the outset.

Information and communication technology is used to enhance teaching and learning, and to provide real-life contexts that motivate pupils and help them see genuine purpose in learning Spanish and other modern languages.

By the end of Primary 7, the majority of St Bartholomew's pupils will have learned sufficient Spanish to be able to:

- give a short presentation about themselves
- take part in simple conversations and transactions
- understand classroom instructions and personal information
- enjoy listening to a story, song or poem
- read aloud a simple text
- read and understand a short text
- write a few sentences about themselves and others.

MATHEMATICS and NUMERACY

MATHEMATICS is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

'To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.' (Building the Curriculum 1)

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

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

Shape, position and movement

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

Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Numeracy and mathematics skills are developed increasingly through interdisciplinary learning, purposeful play and real-life contexts. The core resource for the teaching of mathematics across St Bartholomew's is *Heinemann Active Maths*. Learning in mathematics is enhanced through interactive teaching using ICT programmes such as those from Heinemann Active Maths and 'Espresso'.

HEALTH & WELLBEING

Learning in Health & Wellbeing ensures that St Bartholomew's pupils 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 school's *Health & Wellbeing* curriculum supports our children in:

- making informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experiencing challenge and enjoyment
- experiencing positive aspects of healthy living and activity for themselves
- applying their mental, emotional, social and physical skills to pursue a healthy lifestyle
- making a successful and confident move to the next stage of their education (Nursery – Primary 1; moving up a class; Primary 7 – Secondary)
- establishing a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables many of our pupils to perform at high levels in sport and to develop an early interest in careers within the health and leisure industries.

It is our highest priority in St Bartholomew's that all pupils feel happy, safe, respected and included. All adults within our school community, whatever their contact with children and young people may be, share the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

The *Health & Wellbeing* curriculum is structured into the following organisers:

- *Mental, emotional, social and physical wellbeing*
- *Planning for choices and changes*
- *Physical education, physical activity and sport*
- *Food and health*
- *Substance misuse*
- *Relationships, sexual health and parenthood.*

Of course, the health and wellbeing of every pupil is greatly enhanced through the individual support and pastoral care they receive from adults they trust within the school. It is vital that St Bartholomew's pupils feel they can share their anxieties with their class teacher, members of the management team and other adults in the school and this is a climate and environment we work hard to develop and maintain. We continually endeavour to make sure we genuinely know every child in the school so that we can support them in facing change and challenge and help them make positive choices.

All children are expected to bring their P.E. kit (shorts, t-shirt and suitable shoes) on all gym days. In keeping with health and safety regulations, all jewellery must be removed for P.E. When children forget their gym shoes, they will be asked participate in bare feet. Pupils require a medical certificate to exempt them from P.E. In line with North Lanarkshire Council's policy, track suits or football tops in team colours must not be brought as a P.E. kit.

Parents will be informed by letter before any sensitive issues such as relationships, sexual health, parenthood and drug awareness are covered in class.

EXPRESSIVE ARTS

The inspiration and power of the Expressive Arts play a vital role in enabling St Bartholomew's pupils to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, pupils have the opportunity to recognise and represent feelings and emotions, both their own and those of others. The expressive arts also play a central role in shaping their sense of personal, social and cultural identity, particularly their Scottish heritage.

Learning in, through and about the expressive arts enables St Bartholomew's pupils to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable

- develop an appreciation of aesthetic and cultural values, identities and ideas
- (*for some pupils*) develop advanced skills (e.g. learning a musical instrument or participating in competitive events) and acquire an early interest in future careers within the arts.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Our curriculum is organised into:

- Art and Design
- Dance
- Drama
- Music.

All of these provide St Bartholomew’s pupils with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. Our pupils are given regular opportunities to experience and enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

RELIGIOUS EDUCATION

Religious Education in St Bartholomew’s takes place within the context of the wider Catholic faith community, in partnership with home and parish. It is designed to increase our pupils’ ability to make an informed and mature response to God, in faith, and to support individual pupils in nurturing their own personal faith, whatever stage it is at.

This is Our Faith is the Religious Education syllabus used throughout Catholic schools in Scotland. Using *This is Our Faith* as its basis, St Bartholomew’s Religious Education programme offers opportunities for both *catechesis* (the deepening of pupils’ existing knowledge, understanding and commitment to the Catholic faith) and *evangelisation* (proclaiming the Gospel message to others) and aims to help pupils:

- develop their knowledge and deepen their understanding of the Catholic faith
- investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- nurture the prayer life of the individual and of the school community
- 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.

This is our Faith is organised under ‘Strands of Faith’ which outline the aspects of Catholic theology underpinning Catholic Religious Education.

Mystery of God

- exploring situations of wonder and mystery in life
- in the light of the Word of God as expressed in the Christian scriptures and the teachings of the Catholic Church, considering how these situations can affect the way that we understand ourselves, our lives and the world around us.

In the Image of God

- reflecting on the Christian belief that all our lives have meaning and that our gifts, talents, background, experiences, family and faith can help us value the vocation which God reveals in our life.

Revealed Truth of God

- reflecting on the Christian belief that God who made us and invites us to fullness of life is revealed to us as Father, Son and Holy Spirit through personal relationships with Him and one another
- expressing our thoughts and feelings about how it affects the way that we understand the inner experiences of our spiritual life in particular conscience, will and prayer.

Son of God

- reflecting on the Christian belief that God is revealed in Creation in a particular way through special events and people in the unfolding history of salvation, and that this revelation was made complete when God became human in Jesus Christ, Son of God and Son of Man
- expressing our thoughts and feelings about this in the light of the words and actions of Jesus
- reflecting upon the extent to which the words and actions of Jesus can affect the attitudes, values and behaviour of ourselves and others.

Signs of God

- reflecting on the Catholic Christian belief that the Risen Christ is present in the Community of the Church by the power of the Holy Spirit and that its members are nourished by sharing in the life of the Trinity through the Seven Sacraments
- understanding that the Sacraments are encounters with Jesus who continues to guide us on our journey of Faith
- having considered examples of prophetic and missionary church witness we can describe our thoughts and feelings about the impact Sacraments and witness can have upon our lives and our world.

Word of God

- reflecting on the Catholic Christian belief that God speaks to all peoples of all times and speaks to us in a distinctive way in the Word of God, expressed in Sacred Scripture and in the Sacred Tradition of the Catholic Church
- having applied the Word of God to everyday situations in life, we can express our thoughts and feelings about its effects on people's lives.

Hours of God

- reflecting on the Christian belief that the People of God respond to God's invitation to communion through Prayer and the Sacred Liturgy of the Church
- expressing our thoughts and feelings about this and describing how our understanding and experience of prayer and liturgy can affect our lives and those of others.

Reign of God

- reflecting on the Ten Commandments and on Jesus' New Commandment
- responding to the call to grow in holiness in this life and forever as expressed by Jesus in the Beatitudes
- examining the need to respond to moral issues in the light of Catholic teaching
- considering how our response to Christ's proclamation to build God's kingdom of justice, love and peace can affect ourselves and others.

The process of learning in Religious Education should be seen as a *journey* of faith, a quest for personal growth and response within the community of faith. To ensure that pupils can participate fully and actively in this journey, they are accompanied by a variety of adults (parents, Father Doherty, their Class Teacher, the Head Teacher, parishioners, etc.) who can engage, question and explain the Catholic faith in such a way that all children are able to reflect, understand and respond in a way appropriate to their age and stage of development.

In addition to developing their understanding of the Catholic faith, St Bartholomew's pupils also learn respect for, and understanding of, other Christian traditions. They also come to an appreciation of significant aspects of major world religions, recognising and respecting the sincere search for truth which takes place in other faiths. Where appropriate, they will learn similarly about stances for living which are independent of religious belief.

SOCIAL STUDIES

Through **SOCIAL STUDIES**, St Bartholomew's pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, the children's experiences are broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. As their understanding grows, St Bartholomew's pupils develop ability and are given appropriate opportunities to influence events by exercising informed and responsible citizenship.

Social Subjects are organised into the areas of:

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

However, in St Bartholomew's Primary, teachers are not constrained by these boundaries and *Social Subjects* are taught predominately through cross-curricular topics, with teachers helping pupils make connections across and between different areas of the curriculum. The school has a carefully structured cross-curricular topic framework which provides a wide range of relevant, motivating topics across all stages. Teachers also respond to current events such as an unexpected fall of snow, a major sporting event or the election of a significant world leader and use these as springboards for mini cross-curricular projects. Through their class topics, St Bartholomew's pupils:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

St Bartholomew's staff endeavour to make cross-curricular topics as exciting and engaging as possible and draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology
- both collaborative and independent learning
- discussion and informed debate
- learning outdoors, field trips, visits and input by external contributors.

Cross-curricular topics provide rich opportunities for St Bartholomew's pupils to develop a wide range of skills including:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia

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 Scotland's economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. St Bartholomew's pupils, like all children, are fascinated by new discoveries and technologies and the school's science programme aims to tap into this natural inquisitiveness.

Through learning in the sciences, St Bartholomew's pupils develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

St Bartholomew's science programme aims to:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Science in St Bartholomew's Primary is delivered partly through cross-curricular topics and partly through stand-alone science lessons. This arrangement ensures comprehensive coverage of the key concepts contained within the five areas of:

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

A wide variety of approaches are used in St Bartholomew's to help pupils develop scientific knowledge and skills, including:

- active learning and planned, purposeful play
- development of problem solving skills and analytical thinking skills
- development of scientific practical investigation and inquiry

- use of relevant contexts, familiar to young people’s experiences
- appropriate and effective use of technology, real materials and living things
- collaborative learning and independent thinking
- emphasis on children explaining their understanding of concepts, informed discussion and communication.

These varied teaching and learning approaches promote thinking as well as provide opportunities to consolidate and apply learning. Through involvement in a wide range of open-ended experiences, challenges and investigations, St Bartholomew’s pupils develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; learning activities also actively support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).

TECHNOLOGIES

Scotland has a strong tradition of excellence and innovation in technological research. Scotland’s young people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland’s economic prosperity.

Technologies relates to contexts that provide opportunities for pupils to develop technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. In St Bartholomew’s, we endeavour, even from the early stages, to develop the life skills that are recognised as being important for success in the world of work.

The *Technologies* curriculum has six organisers:

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

Through carefully planned *Technologies* activities, St Bartholomew’s aims to help pupils:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community

- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

St Bartholomew's Primary continually seeks to tap into pupils' natural inventiveness and their desire to create and work in practical ways. We draw upon a wide variety of approaches to enrich the experience of our pupils, with a balance of collaborative and independent learning.

Being skilled in using ICT is vital if St Bartholomew's pupils are to develop into effective contributors who are able to communicate and interact on a global scale. The school has a computer suite with sufficient PC's for a full class. Wi-fi is available throughout the building and we have a full class set of iPads which pupils can use at their own desk. PC's and iPads are used across all areas of the curriculum to enhance learning and develop skills in ICT.

ADDITIONAL SUPPORT NEEDS

St Bartholomew's Primary & Nursery Class complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

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 also has a Support for Learning policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Throughout their school career, there are times when children may require additional support in order to achieve their full potential. To help ensure that we identify and respond promptly and effectively to all additional needs within the school, the Head Teacher meets once a term with each class teacher to discuss the progress of pupils. An audit of all pupils in the school is also carried out on an annual basis to ensure the needs of every child are identified and met.

In line with North Lanarkshire Council policy, St Bartholomew's has a staged intervention approach to supporting children with additional support needs:

- Level 1** When we identify a child as requiring support, we provide additional support and resources within the classroom setting.
- Level 2** Where additional support needs are more significant, we provide support from out with the classroom, but within the school. This usually takes the form of a Principal Teacher working with the child on a one-to-one basis or in a small-group setting.
- Level 3** In some cases, additional support needs may require resources or expertise from professionals out with the immediate school setting, but within the education department (e.g. the Sensory Support Service or Educational Psychologist).

Level 4 Where a child is identified as requiring support from services out with education, a Co-ordinated Support Plan will usually be put in place.

If the school feels a child requires an *Additional Support Plan* or *Coordinated Support Plan*, parents will be consulted and kept informed at all stages. ASP's and CSP's are reviewed on a regular basis.

Parents and pupils are an essential part of the assessment, planning and review processes and their views will be actively sought. Parents/Carers (and pupils) can make a request to the school and local authority to establish whether a child has additional support needs. They can also request an assessment at any time.

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.

Support is available for pupils with English as an additional language.

Planning

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application of **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 able to refer to the Tribunal.

HOMEWORK

Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better. Children learn a great deal at school and you can add to that learning by supporting them at home. For example, showing an interest in their homework and talking to them about it really helps them to learn.'

(Making the Difference: Homework, 2004)

In St Bartholomew's Primary School, we aim to help pupils:

- develop a sense of responsibility for their own learning
- utilise opportunities for additional learning time
- improve their self-confidence and motivation
- develop effective study skills
- manage their time effectively

Homework tasks set by the school support parents and carers in demonstrating to their child that they have a keen interest in their learning and progress. The activities also provide valuable opportunities for parents and carers to work alongside their child on tasks and activities which reinforce the learning they do in school; this provides parents with a valuable insight into their child's ongoing progress.

Foundational to *A Curriculum for Excellence* is the necessity for learning experiences to encourage children to be *successful learners, confident individuals, responsible citizens and effective contributors*. With this in mind, St Bartholomew's Primary School sees the home, the community, the environment and the media as valuable contexts for learning to be extended and enriched.

A range of homework activities are set in St Bartholomew's across various areas of the curriculum and include:

- reinforcement of class work
- research topics and investigations
- preparation for class work
- activities relating to Personal & Social Development
- preparation for presentations
- researching current affairs

Supporting your child with their homework

- If possible, provide your child with a quiet place to work.
- Treat your child's homework as his or her responsibility.
- Take an interest; help your child but do not do the work for them.
- Help your child to find solutions to any problem, but only to get your child back on track again. If your child is really struggling, it is better to refer the problem back to the teacher the following day.
- Go over work when it is completed, showing interest and support.
- Get used to the local resources you and your child can use such as joining the local library.
- Get in touch with the school if there appears to be a problem – do not wait too long.
- Go over the work again after it has been marked, discuss the good points and also any mistakes.

'From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith and having its own unique characteristics. Everyone should be aware of the living presence of Jesus, the 'master' who today as always is with us in our journey through life as the one genuine 'teacher', the perfect man in whom all human values find their fullest perfection.'

(Vatican Congregation for Catholic Education, 1988)

As a Catholic school, faith is the bedrock of St Bartholomew's Primary and permeates the school's day-to-day activities and routines, no matter how ordinary or apparently 'unspiritual' these may be. We constantly strive to ensure Gospel values inform and underpin everything we do, for only in doing so can St Bartholomew's successfully fulfil its call to be an authentic Christian community where faith is not only taught and spoken about, but lived and experienced.

We are deeply conscious of the huge responsibility that rests on each of us to be positive Christian role models for our pupils. Jesus was the ultimate teacher and we, as Catholic educators, constantly endeavour to mirror and imitate Him in all we say and do so that our daily words and actions genuinely reflect the character and perfect example of Christ.

St Bartholomew's believes that, for children to reach their full potential, faith and spirituality must permeate all aspects of school and classroom life. This is certainly not a matter of indoctrination. Rather, it is a commitment by the school to help children recognise God in the 'ordinary' and nurture in them a life-long openness to question, discover, learn and grow in their own personal faith. Learning about faith within St Bartholomew's, therefore, has to do with a great deal more than simply acquiring head-knowledge about the Catholic faith. We seek to make Gospel values - values which have their source in the teaching and example of Christ - the threads which run through all our efforts to educate, nurture and form the young lives entrusted to us. Our ultimate hope, as outlined in our school aims, is that St Bartholomew's pupils will respond positively to God's invitation of friendship and will go out into the wider world with the desire, knowledge, strategies, skills and resilience to follow in the footsteps of Christ, whatever situations and challenges they might face.

This is Our Faith is the Religious Education syllabus used throughout Catholic schools in Scotland. This is the first Religious Education syllabus to have originated wholly in Scotland and designed to meet the specific needs of young people in our country.

This is Our Faith aims to help parents, teachers, catechists and clergy support young people in:

- Developing their knowledge and understanding of the Catholic faith
- Nurturing respect for other Christian traditions and world faiths
- Experiencing opportunities for spiritual growth
- Acquiring the skills of reflection, discernment and moral decision-making
- Committing to beliefs, values and actions in a positive response to God's invitation to faith

Religious Observance

The journey of faith is not an individual pursuit. The Church is a community of faith in which God calls all of us, young and old, to learn and grow together. As Catholics, our faith grows and is sustained through the shared experience of prayer, liturgy and exploring and living our faith together.

Prayer plays a vital part in the life of St Bartholomew's. Each classroom promotes prayer and reflection by displaying a crucifix and statue of Our Lady, along with current liturgical pictures, artefacts and symbols. Stillness is encouraged at various points of the day. Even before the register is taken, each class pauses in prayer to offer the day to God; the children say grace before and after meals; they close the day by thanking God for all His blessings.

This daily classroom prayer is supplemented by collective worship at our weekly whole-school assemblies. Hymns and songs, appropriate to the liturgical season, are sung; there is a reading from the Bible along with a short reflection on how this can be applied in our lives; we pray together as a whole-school community; we explore and celebrate various saints' days and feasts in the liturgical calendar.

St Bartholomew's aims to gather together as a school family for the celebration of Mass at least once each calendar month. On major feast days, pupils and staff often make the fifteen minute walk to St Bartholomew's Church to join the parish community for their regular morning Mass. On other occasions, Mass is celebrated in the school hall. Pupils are given key roles in all of these Masses including the reading of Scripture, bidding prayers and leading the music.

The school is very fortunate to have its own oratory. Although too small for whole-school gatherings, it provides sufficient space for an entire class to withdraw from the usual busyness and bustle of the classroom and take time to be still before God. The oratory is also used for the prayer meeting before school on a Wednesday morning. The parish 'Pray for our school' group meets in the oratory once a month to pray for the needs of the school. The members of the group then enjoy tea, cake and a blether with Primary 7 pupils, which is always a highlight of the day!

Father Doherty, our parish priest and school chaplain, visits the school during Advent and Lent to celebrate the Sacrament of Reconciliation with pupils. The regular presence of Father Doherty is an important expression of the fact that St Bartholomew's is an integral part of the ministry of the local and universal Church and an institution not only governed by North Lanarkshire Council but also under the pastoral care of the Diocese of Motherwell.

Non-Catholic Pupils

Not all pupils or families connected to St Bartholomew's are Roman Catholic. Indeed, our Nursery Class is non-denominational. St Bartholomew's welcomes children of any faith, and of no faith at all, and the religious convictions and personal conscience of individual pupils and their families are acknowledged and respected at all times.

Although the school has a duty to proclaim the Gospel and offer education based on the values and teachings of the Catholic Church, parents and carers have the right to request that their child withdraw from religious observance. Parents who wish to withdraw their child from religious observance should make an appointment with the Head Teacher so that suitable arrangements can be discussed and arranged.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious festivals. 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 marked as an authorised absentee in the register.

Preparation for the Sacraments

Christian initiation in the Catholic tradition is celebrated in *Baptism, Confirmation* and *Eucharist*. Through these visible actions, St Bartholomew's pupils are incorporated into the Church and come to share in its life and mission. As Catholics, we believe that we are reborn in baptism, strengthened by confirmation and sustained by the food of the Eucharist.

➤ FIRST RECONCILIATION

'Happy are those whose sins are forgiven, whose wrongs are pardoned.' (Psalm 32: 1)

St Bartholomew's pupils prepare for their *First Reconciliation* (sometimes known as confession or the Sacrament of Penance) in Primary 3 and receive the sacrament during the month of March. The children are taught about the importance of saying sorry for the mistakes they make and reflect on God's great love for them and His willingness to always forgive.

➤ FIRST HOLY COMMUNION

'I am the Bread of Life. Those who come to Me will never be hungry.' (John 6: 35)

St Bartholomew's pupils are usually prepared for receiving their *First Eucharist* in Primary 4. The boys and girls spend a lot of time learning about, and reflecting on, the tremendous gift of the Eucharist and receive their First Holy Communion during the month of May.

➤ CONFIRMATION

'When the Holy Spirit comes upon you, you will be filled with power, and you will be witnesses for Me.' (Acts 1: 8)

The Sacrament of *Confirmation* is celebrated every two years in St Bartholomew's. This means Primary 6 and Primary 7 pupils are prepared simultaneously every other year for the reception of the sacrament. In Confirmation, young people are signed with the gift of the Holy Spirit. The sacrament renews and strengthens their baptismal call to bear witness to Christ before the world and to devote themselves to the building up of His body, which is the Church.

All children who wish to be presented for these Sacraments must be baptised. If you wish to have your child baptised, please contact your Parish Priest.

Faith in Action

'Christ has no body now on earth but yours, no hands but yours, no feet but yours. Yours are the eyes through which Christ's compassion is to look out to the earth, yours are the feet by which He is to go about doing good and yours are the hands by which He is to bless us now.'

(St Teresa of Avila)

While on earth, Jesus healed the sick, gave sight to the blind, proclaimed freedom for prisoners and preached good news to the poor. St Bartholomew's, as a Christian community, is called to continue the ministry of Christ. The world is full of real problems and the pain of human experience is impossible to avoid.

However, rather than hiding such things from our pupils, St Bartholomew's sensitively seeks to open the children's eyes to the often difficult and unpleasant realities of life and to provide the boys and girls with practical opportunities to help those less fortunate than themselves.

These regular works of charity allow the children to discover how simple acts of kindness and love can bring enormous hope and healing to even the darkest of human experiences.

Many of our 'faith in action' projects are co-ordinated and run by the school's Prayer Group. In recent months, these have included raising money for SCIAF, collecting tins of food for a local soup kitchen, co-ordinating donations of baby items for a local charity working with young mothers, fund-raising to support the work of Father Ben, a priest in Uganda, and Primary 7 pupils working with day patients at St Andrew's Hospice. In all of these ways, the ministry of Jesus is continued.

Of course (and perhaps most importantly), the pupils and staff of St Bartholomew's strive to live-out their faith not only in specific projects but through their everyday words, actions and mind-sets.

PROMOTING POSITIVE BEHAVIOUR

Children learn best in a safe, secure and positive environment and staff, parents and children all have a role to play in creating and supporting such settings. Each child has the right to expect courtesy and respect and, in turn, has a responsibility to respond similarly to their peers and to all adults within the school.

St Bartholomew's Primary seeks to establish and maintain high standards of behaviour across all stages of the school. A strong emphasis is placed on the recognition, encouragement and rewarding of positive behaviour through Pupil of the Week certificates, the House system, 'Cool Class Cup' and on-going, daily use of praise by all members of staff. At times, sanctions may need to be applied to children who do not respond to the school's positive behaviour strategies and who find themselves falling below the standards of behaviour and conduct expected within the school. In order to be effective, these sanctions are applied fairly and consistently across the whole school community.

St Bartholomew's Primary has three core rules which are used across all stages of the school:

RESPECT YOURSELF
RESPECT OTHERS
RESPECT PROPERTY

Staff are encouraged to discuss and 'unpack' these rules with their class at the beginning of the year to formulate more explicit classroom expectations, appropriate to the age of the pupils and the particular working practices and routines of the class teacher.

Engaging learning activities, appropriately differentiated work, good classroom organisation and effective teaching methods are key to keeping pupils engaged and motivated and to maintaining good behaviour. Classrooms within St Bartholomew's are organised to promote order and minimise disruption and uncertainty. They also aim to be stimulating environments which develop independence and initiative. Furniture is carefully and thoughtfully arranged and pupils have suitable and easy access to resources and learning materials. Wall displays are current and lively and help develop self-esteem through pupils' contributions being recognised, visible and valued.

Rewards

Each week, Class Teachers will nominate a pupil from their class to be awarded a *Pupil of the Week* certificate at assembly. This can be given for positive behaviour, excellent work, improvement in a given area, outstanding manners, good effort, etc. The reason for the award being given will be written on the reverse side of the certificate.

The '*Cool Class Cup*' is awarded weekly by the Head Teacher (in consultation with staff) to the class that has demonstrated outstanding behaviour and effort or who have shown the greatest improvement or sense of team work. The winning class are given the 'Wi' for a full week as a reward for their success. An extra playtime is awarded to a class once they have won the Cool Class Cup four times.

There are four Houses in St Bartholomew's: Drumpellier, Lochend, Monklands and Summerlee. Children can be awarded House points for good behaviour both in and out with the classroom. Points are added up each week and the House trophy is awarded at assembly. The overall winning House each term receives a special reward from the Head Teacher.

The *Cool Class Cup* and House Trophy are displayed in a glass cabinet at the main entrance of the school. The *Cool Class*, winning House and names of Pupils of the Week are posted on the school website by close of school each Friday.

Class Teachers are encouraged to send pupils who have completed a task to an excellent standard along to the Head Teacher to receive a Head Teacher's award. All pupils within the school have regular opportunities to share their work with the Head Teacher via '*It's time to show your jotter to Mr Young*' stickers, which are inserted randomly in pupils' jotters.

In addition to the whole-school rewards system, individual Class Teachers are free to use their own rewards strategies such as group points and stickers.

Sanctions

The school operates a 'traffic light' system to manage pupil behaviour. 'Traffic lights' are displayed on all classroom walls, along with each child's name. Sanctions are clearly displayed next to the traffic lights so that pupils are fully aware of the consequences of their actions. Sanctions are as follows:

1. Non-verbal warning (child stays on the green light)
2. Verbal warning (name moved to amber light)
3. 'Time Out' within classroom (name remains on amber light)
4. Name moved to the red light
5. Referral to Head Teacher
6. Detention
7. Phone call/letter home

Traffic lights are continually monitored by the Management Team during routine visits to classrooms. Children who consistently display inappropriate behaviour meet with the Head Teacher to discuss their behaviour and agree on targets for improvement. If necessary, parents/carers are contacted.

The role of parents and carers

Parents have a vital role to play in their child's education and in supporting them in reaching their full potential during their time at St Bartholomew's. We are very conscious of the importance of good communication between home and school and always aim to work in close collaboration with parents and carers so that pupils receive consistent messages about how to behave from both school and adults at home.

Parents will be contacted promptly if their child continually fails to abide by the rules of the school or are involved in an incident of a serious nature. When inappropriate behaviour occurs, St Bartholomew's will always seek to respond with consequences which are reasonable and appropriate. Parents are encouraged to support the decisions and actions of the school to ensure that any punishment has maximum impact. Should parents/carers have any concern about the way their child has been dealt with, they should contact the school to discuss the matter with the Head Teacher.

It is vital that issues are dealt with within an atmosphere of mutual trust and respect. St Bartholomew's Primary expects parents and carers to behave in a reasonable and civilised manner towards all school staff; incidents of verbal or physical aggression to staff by parents/carers will be reported immediately to the Head Teacher who will take appropriate action in line with North Lanarkshire Council policy.

Bullying

All incidents of bullying should be reported immediately to the Head Teacher who will work with the children concerned and their parents to resolve the issue.

Supervision during non-class times

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

EXTRA-CURRICULAR ACTIVITIES

The programme of activities after school varies each session. Recent clubs have included:

- Zumba
- Fundamentals
- Football
- Jewellery Making
- Art & Craft

Any parent who would like to start up and run an after school club should contact the Head Teacher.

We also have a number of pupil groups within the school:

Eco Committee
Prayer Group Committee
Pupil Council
Health Promotion Group
Junior Road Safety Officers
Enterprise Group

These groups are aimed at providing our pupils with a voice within the school, giving them the opportunity to make genuine decisions relating to improving St Bartholomew's Primary School.

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

The Child Protection Co-ordinator is: **Mr Graeme Young** (Head Teacher)

Telephone Number: **01236 794820**

HOME - SCHOOL LINKS

Parents are kept fully up-to-date with what's going on in the school via the Head Teacher's Blog on the school website. This is updated on a daily basis. A newsletter is also distributed once a term months. Urgent pieces of information are sent out via text.

The school operates an 'open door' policy and parents and carers are encouraged to make contact with the Head Teacher as soon as they have any concerns about their child.

Numerous opportunities are provided throughout the year for parents and carers to come into St Bartholomew's. These include class assemblies, concerts, fundraising events and curricular workshops.

Parents Evening takes place twice each year, in October and March. This provides parents and carers with a valuable opportunity to discuss their children's work with his/her class teacher. Should parents be unable to attend at the specified time, the school will make arrangements for them to meet the class teacher at a time suitable to both during school hours.

'Learning Journey Folders' are sent home once a term. These allow parents and carers to see a selection of their child's work and to write a comment on their progress. A detailed and comprehensive written report is issued in June.

St Bartholomew's is always very interested in parents volunteering to help in the school. Parents wishing to be involved in any activities should contact the school office.

PARENT FORUM

As a parent of a child at St Bartholomew's, you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

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

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

PARENT COUNCIL

Council membership is open to any parent in St Bartholomew's Primary School and Nursery Class. The Parent Council's rights and duties include:

- (a) Supporting the work of the school
- (b) Representing the views of parents
- (c) Consulting with parents and reporting back to the Parent Forum on matters of interest
- (d) Promoting contact between the school, parents, pupils, providers of nursery education and the wider community
- (e) Fundraising
- (f) Taking part in the selection of senior promoted staff
- (g) Receiving reports from the head teacher and education authority; and

- (h) Receiving an annual budget for administration, training and other expenses
- (i) Improving home school partnership and facilitating parental involvement

The Parent Council will be selected for a minimum of two years, after which members may put themselves forward for re-selection if they wish. After the initial two year period the Parent Council will review and consider requirements for membership. All parents of children at the school can take part in the selection process by volunteering to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected randomly from the names submitted. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Parent Council.

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

Current members

Mr Colin MacFarlane (Chairperson)	Ms Lee Ann Connelly	Mr David Duncan
Mrs Andrina Gallacher	Mrs Anne Marie Kelly	Mrs Karen McLaughlin
Mrs. Kathleen Casey (Church Representative)		Mrs Frances McCallum
Mr Graeme Young (Staff Representative)		

The Parent Council meets on a Tuesday evening once a month from 6.00 - 7.30pm. All parents and carers are welcome to contact the school, or any member of the Parent Council, should they have a particular issue, idea or concern they would like to raise.

PRE-SCHOOL TRANSITION PROGRAMME

Primary 1 induction

During the months of May/June, parents of children due to start school in August are invited to bring their child to St Bartholomew's for a series of induction events. These events give the children an opportunity to get to know their teacher, their class mates, P1 classroom, etc. It also gives parents a chance to find out more about the school and how best they can prepare their child for school.

Pre-Nursery

Children who are due to start nursery in the new session are invited to an enrolment day in June which gives them a chance to see their new nursery and meet the staff.

Mhairi Brady is our Parent Support Worker. She organises a range of activities for parents. Contact details: 01236 856451

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils normally transfer to secondary school between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least 4 years of secondary education.

Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The school to which children from St Bartholomew's normally transfer is:

St Ambrose High School

65 Townhead Road

Coatbridge ML5 2HT

Tel: 01236 794896

OUT OF SCHOOL CARE

After School Care is available out with school to serve the local community. Information can be gained from the Partnership Project: Tel: 01236 812824

TRANSPORT

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning & Leisure Services.

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in special 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. Not necessarily for the start of term.

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

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

ATTENDANCE

All parents are asked to contact the school promptly if their child is absent. This can be done by telephone. This information is recorded and the reason for absence stated on the form and passed to the class teacher. Parents can alternatively send a letter to school when their child returns explaining an absence.

It is important that parents inform school. The information is kept by the class teacher and will provide evidence if further action on non-attendance needs to be taken. If no notification is received about a child's absence the school will contact the parents.

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

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised, as defined by the Scottish Government. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

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Absences will be classified as authorised only in exceptional circumstances such as 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 holiday 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.

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

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

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

The attendance officer will be asked to investigate non-attendance and, where appropriate, the Reporter to the Children's Panel will be informed.

DATA PROTECTION

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management Officer.

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 your 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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to

know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

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

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, www.scotxed.net.

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 524712.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire Council's website and Twitter. The Head Teacher will also make any emergency announcement on the school's website: www.st-bartholomews.n-lanark.sch.uk

All children have routine medical examinations at five years and some at eleven years of age. Parents are invited to be present on these occasions. Routine hygiene examinations go on each session throughout the school. There are also hearing and eyesight tests.

Various immunisations are offered at ages 5 and 11 and it is for the parent to accept or refuse these.

In the case of minor accidents or sickness at school, the child will receive attention from the designated First Aider. Should a child become ill at school the parent is notified and asked to accompany the child home. Should the parent be unavailable, the emergency contact (Name, address and telephone number on child's confidential records) is notified.

If a child has an accident, arrangements similar to those above are operated. However, should the accident be of a serious nature and immediate hospital attention is required, a member of staff or, if necessary, an ambulance will take the child to hospital, at the same time notifying the parents either at home or at work of what is happening.

The school dentist visits the school annually and indicates where treatment is necessary. Parents may choose to send their child to the school dentist or to make their own arrangements.

It is important that the Head Teacher is informed of any medical condition so that staff can be vigilant. Children who are asthmatic should always carry their inhaler with them.

Nut Allergy: Should we have a child suffering from the nut allergy, anaphylaxis, parents are asked to check the labels of sweets and snacks. Those which contain nuts or "may contain traces of nuts" should not be included as snacks for interval or lunchtime.

Medicines in School

Staff do not administer medicines during the school day. When necessary, medicine may be kept in the main office until the child requires it. A member of staff may oversee the child taking the medicine, but in no way are they responsible for giving the medication.

Hospital Education

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

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated 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.

The cost of a school meal is £1.80 plus 10p for milk, except from Primary 1-3 who receive a free school meal. Only those children who receive a free school meal are entitled to free milk. Milk may however be available for purchase in school during the lunch period.

Children of parents receiving Income Support, Universal Credit, Jobseekers Allowance (income based) and Employment & Support Allowance (income related) are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit,+ housing benefit, council tax rebate.

Those children who bring packed lunches have their meals along with the other children who remain in school during the lunch hour. The majority of children remain in school for lunch. We are not in favour of children using the local shops. Children need to bring a letter giving permission and accepting responsibility.

It should be noted that a special diet is available to any child who requires such on medical grounds. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Vegetarian dishes are also available.

Every effort is made to encourage children to choose their food sensibly.

Nursery snacks are provided by a free flow system. These are healthy snacks prepared by the nursery staff. Nursery children are entitled to free milk.

Early years provision-If your child is aged between 2 and 4 years and attends an NLC Partnership Provider Nursery in the middle of the day may now or in the future be entitled to a free meal. Parents must be in receipt of any of the qualifying benefits above or in a receipt of a State Pension or Incapacity and Severe Disablement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after the subject of a Kinship care or guardian ship order.

Breakfast Club

Our Breakfast Club opens at 8.15 a.m. and provides a selection of cereals, juices and toast. The cost is 20p.

Playtime

Catering Services operate a tuck shop at present which promotes healthy eating. Children may buy low fat snacks, toast and fruit (all items are nut free).

This is a sample of a typical menu.

Item	Monday	Tuesday	Wednesday	Thursday	Friday
Starter	lentil soup	Scotch broth	tomato soup	Chicken noodle soup	pea & ham soup
Main Meal	pasta bolognaise & garlic bread	pork casserole	Macaroni cheese	Fish & chips	Chicken curry & rice
Snack	fish fingers & mashed potato	beef burger in roll	cowboy beans with mini waffles	sweet chilli wrap	vegetable curry & rice
Sandwiches	selection of sandwiches, rolls, baguettes, yoghurt, fresh fruit available daily				
Vegetables	mushy peas tossed salad	carrots side salad	broccoli mixed salad	peas side salad	spiced onions tossed salad
Potato of the Day	wedges	baby jacket	creamed	mini baked	boiled
Salad	ham	cheese & onion	chicken	egg mayonnaise	tuna mayonnaise
Baked Pots	available on selected days – fillings include curry, ratatouille, Bolognese, beans				
Sweet	apple crumble & custard	chocolate iced sponge & custard	gingerbread sponge & custard	caramel flan & custard	sticky toffee pudding & custard

SCHOOL 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.

Dress Code requirements are as follows:

Boys

black trousers
white shirt
school tie
black jersey/cardigan
black fleece jacket with logo
black shoes

Girls

black skirt
white shirt
school tie
black jersey/cardigan
black fleece jacket with logo
black shoes

Girls may wear a red gingham dress during the summer months if preferred.

Primary 7 have their own special tie.

Jumpers/cardigans, ties and badges can be purchased from the school office. It is essential that names are written on jackets, jumpers and ties.

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 a flammable material which may be danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising, in particular for alcohol or tobacco and
- could be used to inflict on other pupils or be used by others to do so

Parents of primary aged children in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances 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 the following benefits:

- Income Support
- Job Seeker's Allowance (income based)
- Employment & Support Allowance (income related)
- Housing benefit
- 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 might be deemed to be a serious challenge to the Head Teacher's authority and be detrimental to the well-being of the whole school community. In such circumstances a Head Teacher may justify the use of the school's 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.

USEFUL ADDRESSES

Paul Jukes

Executive Director
Learning & Leisure Services
Kildonan Street
Coatbridge ML5 3BT
Tel: 01236 812336

Councillor Michael McPake

Civic Centre
P O Box
Motherwell ML1 1TW
Tel: 01698 302222

Community Learning & Development H.A.

Buchanan Tower
Buchanan Business Park
Stepps, Glasgow G33 6HR
Tel: 0141 304 1818

Councillor Fulton MacGregor

159 Cambridge Crescent
Airdrie ML6 7HT

Mr James McKinstry

Learning & Leisure Services
Kildonan Street
Coatbridge ML5 3BT

Councillor Bill Shields

43 Drumpellier Avenue
Coatbridge ML5 1JS
Tel: 01236 812258

Gavin Whitefield, Chief Executive

Area Office
North Lanarkshire Council
Civic Centre Motherwell
ML1 1TW

Councillor Julie McAnulty

12 Lugar Street
Coatbridge ML5 3JS

Gillian Hanlon, C.I.O.

Learning & Leisure Services
Kildonan Street
Coatbridge ML5 3BT

Contacts in relation to Support for Learning

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

Roma French

Additional Support Manager

St Gerard's Primary School

Kelvin Road

Bellshill ML4 1LN

01698 841743

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 (Independent Adjudicator) 0131 222 2456

Scottish Independent Advocacy Alliance

London House

20-22 East London Street

Edinburgh EH7 4BQ

0131 556 6443

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Europa Building

450 Argyle Street

Glasgow G2 8LH

Helpline: 0845 120 2906

Fax: 0141 242 0141

E.Mail: inquiries@asntscotland.gov.uk

NHS Lanarkshire

Coatbridge Health Centre 01236 432200

Social Work

Coatbridge Social Work

122 Bank Street

Coatbridge ML5 1ET

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Who was St Bartholomew?



Saint Bartholomew was one of the twelve disciples of Jesus, usually referred to in the New Testament as Nathaniel. He was introduced to Jesus through Saint Philip. You can read about his first encounter with Jesus at the end of the first chapter of Saint John's Gospel. At first, Saint Bartholomew was sceptical about the Messiah coming from the town of Nazareth saying, "Can anything good come out of Nazareth?" However, as soon as Jesus saw Bartholomew, he immediately said, "Here is a man in whom there is no deceit." Our school motto, 'Sine Dolo' (Without Deceit) is taken from this verse. Saint Bartholomew reappears at the end of Saint John's Gospel as one of the disciples to whom Jesus appeared at the Sea of Galilee after the Resurrection. Some sources record that, after the Ascension, Saint Bartholomew went on a missionary tour to India, where he left behind a copy of Saint Matthew's Gospel. It is also thought that, along with Saint Jude, he brought Christianity to Armenia in the First Century. Saint Bartholomew is said to have been martyred in Albanopolis, Armenia. According to one account, he was beheaded. However, a more popular tradition holds that he was skinned alive and crucified, head downward. Saint Bartholomew's feast day is the 24th August.

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- a) *Before the commencement or during the course of the school year in question.*
- b) *In relation to subsequent school years.*

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