

# St Bartholomew's



## Primary School & Nursery Class



Handbook 2022/2023

## CONTENTS

Index	Page 1
Mission, Aims	page 2
Welcome!	page 3
School Information / Community Facilities	page 4
Meet the Team	page 5
School Calendar	page 7
Enrolment	page 8
Equal Opportunities	page 8
School Improvement Plan	page 9
A Curriculum for Excellence	page 9
How will my child be assessed?	page 12
Language and Literacy	page 14
Spanish	page 15
Mathematics and Numeracy	page 16
Health and Wellbeing	page 17
Expressive Arts	page 18
Religious Education	page 19
Social Studies	page 21
Sciences	page 22
Technologies	page 23
Additional Support Needs	page 24
Homework	page 26
Living Our Faith	page 27
Promoting Positive Behaviour	page 31
Extra-Curricular Activities	page 33
Pupil Voice	page 33
Child Protection / Adult Protection	page 33
Home – School Links	page 33
Parent Forum	page 34
Parent Council	page 34
Pre-school Transition Programme	page 35
Transfer from Primary to Secondary School	page 35
Out of School Care	page 36
Transport	page 36
Attendance	page 36
Data Protection	page 38
Freedom of Information	page 41
Information in Emergencies	page 42
Medical and Health Care	page 42
Meals	page 43
School Uniform	page 44
Useful Addresses	page 45
Who was Saint Bartholomew ?	Page 47

## MISSION : 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.

- ✓ 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.

**A**rticulate, open, honest and clear at all times

**S**ensitive to people's needs and understand that one size doesn't fit all

**P**roactive in delivering for our communities

**I**nspirational in our ambitions

**R**ealistic in our expectations, and we

**E**valuate to be sure we have made a difference

*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 Primary!

Yours faithfully,

*Deirdre Bolland*

Head Teacher



### **Covid-19 Pandemic**

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

## 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 2. 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, and a 'Get Together' room used for music/cooking/ 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

e-mail: [nlbollandd@northlan.org.uk](mailto:nlbollandd@northlan.org.uk)

Website: <https://blogs.glowscotland.org.uk/nl/stbartholomews/>

general email: [enquiries-at-st-bartholomews@northlan.org.uk](mailto:enquiries-at-st-bartholomews@northlan.org.uk)

<b>Present school roll</b>	<b>191</b>		
<b>Agreed capacity</b>	<b>317</b>		
<b>Nursery Class</b>	<b>32/32</b>	<b>2 Year Old Room</b>	<b>10 (capacity for 20)</b>

Nursery class times may be extended by arrangement and a charge is made for additional time taken.

At the moment nine classes have been formed but this can alter depending on the school roll.

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. The current roll in each year group (December 2020 figures):

<b>Primary 1:</b>	22	<b>Primary 1/ 2:</b>	23	<b>Primary 2/3:</b>	23
<b>Primary 3/4:</b>	25	<b>Primary 4/5:</b>	23	<b>Primary 5/6:</b>	24
<b>Primary 6/7:</b>	24			<b>Primary 7:</b>	28

## COMMUNITY FACILITIES

*Details of activities/letting procedures are available from:*

CultureNL Ltd, Community Facilities Section

Coatbridge Community Centre

9 Old Monkland Road,

Coatbridge ML5 5EA t.

01698 302138

email: [school&facilitybookings@culturenl.co.uk](mailto:school&facilitybookings@culturenl.co.uk)

The gymnasium, certain classrooms etc., may be granted for let. Applications should be to the Community Education Officer.

## MEET OUR TEACHING TEAM

### Head Teacher

Mrs Deirdre Bolland

### Acting Depute Head

Mrs Katie McLean

### Principal Teacher

Mrs Martina MacIntyre

Jade Duffy	Primary 1
Marie Carlin	Primary 1/2
Lauren Dickson	Primary 2/3 probationer
Teresa Maria Kiernan	Primary 3/4
Gemma Allington	Primary 4/5
Kate Wilson Mon, Tues, Wed	Primary 5/6
Amy Humes Thurs, Fri	Primary 5/6
Bebhinn McLaughlin	Primary 6/7
Sara Jane MacFarlane	Primary 7
Helen Doyle	Intervention + P2/3 cover
Aikida MacLean	Intervention
Kelly Crielly	McCrone

10.8

### Head of Nursery

Martina MacIntyre

MEET OUR NURSERY TEAM	
Maxine Connolly	Early Years Worker
Lynn Kelly	Early Years Worker
Christine McCabe	Equity and Excellence Lead
Michelle McDaid	Early Years Support Worker
Pauline McGrady	Early Years Support Worker
Joanne McKibbin	Lead Early Years
Joanne McSorley	Early Years Support Worker
Dee McWhinnie Roberts	Early Years Support Worker (on mat leave)
Emma Mongey	Early Years Support Worker
Jacqueline Ruddy	Early Years Worker
Caroline Whelan	Lead Early Years

### 1140 hours in Nursery

The vision for Early Learning and Childcare in the Council has remained consistent through this period and is as follows:-

*‘Deliver in partnership, by a skilled workforce, in stimulating and nurturing environments, high quality and flexible Early Learning and Childcare which is affordable and accessible for all.’*

**St. Bartholomews’ have 2 year old room (Sunshine Room) and a 3/5 year old room (Rainbow Room)**

Application for admission for a nursery place for your child from the date of her/his second birthday.

Admissions Policy Nursery places are allocated in line with the council’s admission policy.

Staff will be happy to advise you how this policy operates.

Leaflets detailing the council’s policy are available from One Stop Shops or school.

PARISH PRIEST ADMINISTRATOR	
Father James O’Kane	
VISITING STAFF	
EAL:	M. Phee
SAM:	C. Graham
CLD:	R. McCabe
CLASSROOM /ASN ASSISTANTS	
Moirá Cassidy	
Ann Davidson	
Christine Dolan	
Kate Korzeniowska	
CLERICAL	
Carol Clare	
Sandra Dunn (Senior Clerical)	
FACILITIES SUPPORT JANITOR	
Paul Reilly	
CLEANING STAFF	
Mima Kerr	
Patricia Clarkson	
Agnes Weir (Supervisor)	
DINING ROOM STAFF	
Ann Marie Ambrose	
Claire Madden (supervisor)	

<b>OUR SCHOOL DAY</b>	
Open	9.00 a.m.
Interval	10.35-10.50 a.m.
Lunch	12.30 – 1.15 p.m.
Close	3.00 p.m.
<b>OUR NURSERY DAY</b>	
Morning	9.00am – 3.00pm

At this moment due to covid -19 restrictions all children are in cohorts bubbles.  
Varying start, finish, playtime and lunch breaks.  
We will be in touch to inform you about your child's school day times.

<b>All P1 pupils will require to attend full-time from the first day of the session.</b>	
<b>AUGUST 2022</b>	
School re-opens for staff (in-service)	Monday 15th August, Tuesday 16th August
Pupils Return	Wednesday 17 <sup>th</sup> August
<b>SEPTEMBER 2022</b>	
September weekend	Friday 23 <sup>rd</sup> and Monday 26 <sup>th</sup>
<b>OCTOBER 2022</b>	
October Break	Monday 17 <sup>th</sup> to Friday 21 <sup>st</sup>
<b>NOVEMBER 2022</b>	
In-service pupils do not attend	Monday 14 <sup>th</sup>
<b>DECEMBER 2022</b>	
Christmas and New Year Holiday	School closes Thursday 22 <sup>nd</sup> close at <b>2.30pm</b>
<b>JANUARY 2023</b>	
School returns	Monday 9th January 2023
<b>FEBRUARY 2023</b>	
Mid-term break	Monday 13 <sup>th</sup> and Tuesday 14 <sup>th</sup>
In-service day pupils do not attend	Wednesday 15 <sup>th</sup>
<b>MARCH / APRIL 2023</b>	
Spring Break	School closes Friday 31 <sup>st</sup> March at <b>2.30pm</b> re-opens Monday 17 <sup>th</sup> April
Easter Holiday	Good Friday 7 <sup>th</sup> and Easter Monday 10 <sup>th</sup>
<b>MAY 2023</b>	
May Day	Monday 1 <sup>st</sup>
In-service day pupils do not attend	Tuesday 2 <sup>nd</sup>
May Week-end holiday	Friday 26 <sup>th</sup> and Monday 29 <sup>th</sup>
<b>JUNE 2023</b>	
School closes	Wednesday 28 <sup>th</sup> at <b>1.00pm</b>



## 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, latest Council Tax notification and Baptismal Certificate if available.

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.

## EQUAL OPPORTUNITIES

St Bartholomew's honours the dignity and voice of each person, made in the image of God, and is committed to being an inclusive community, where all pupils and adults feel welcome, valued, included and have the best possible opportunities to reach their full potential. We challenge discrimination and actively ensure that age, disability gender, race, religion, marital status and sexual orientation are never barriers to pupils or adults playing a full and active role in the life and work of the school.

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

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

## SCHOOL IMPROVEMENT PLAN

### Improvement Priorities for 2021-2022

- Continue to raise attainment in literacy and numeracy, whilst working collaboratively through internal and external moderation activities in order to close the attainment gap.
- Improve the physical, social and emotion health by increasing opportunities for all learners and developing teacher capacity in Health and Wellbeing. Specific targeted interventions for pupils experiencing barriers to their learning, where appropriate to ensure equity and engagement.
- Raise attainment in STEM through the provision of high-quality, enjoyable, progressive, challenging and relevant learning experiences for all pupils, with specific targeted interventions for pupils experiencing barriers to their learning.

A full copy of the current *School Improvement Plan* is available on our school website, along with the most recent *School Improvement Report*.

Parents may also wish to link to [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) to obtain further information on *Curriculum for Excellence*.

## WHAT IS CURRICULUM FOR EXCELLENCE ?

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

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

**a successful learner,**

**a confident individual**

**a responsible citizen**

**a effective contributor**

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

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

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

***Curriculum for Excellence is defined as:***

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

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

***These contexts are:***

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

***What are the Curriculum for Excellence levels?***

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

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

**What is the Broad General Education?**

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

**Curriculum Areas and subjects**

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

The 8 curricular areas are:

Expressive Arts	Language and Literacy
Health and Well Being	Maths and Numeracy
Religious and Moral Education	Sciences
Social Studies	Technologies

**Personal Support/Career Planning**

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

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 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 can choose from a variety of after school clubs, 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.

## HOW WILL MY CHILD'S LEARNING BE ASSESSED?

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

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

In our playrooms and classrooms our 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 in Primary 1 – 5.

- 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.
- All classes use 'Class Dojo' to provide real-time feedback on their child's day-to-day 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.

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.

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. We currently send out three reports during the course of the year.

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

- 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*. We also use 'Big Maths' to develop mental maths strategies. 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 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 O'Kane, 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

## SCIENCES

**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 Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning Statutory Guidance 2017

North Lanarkshire Council's policy is contained within '*Support for Learning - Policy into Practice 2*', a copy of which is available in the school. The school 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 support, we provide additional support and resources within the classroom settings. Where additional support needs are more significant, we provide support from outwith the classroom, but within the school. This usually takes the form of Principal Teacher working with the child on a one-to-one basis or in a small-group setting

**LEVEL 2** In some cases, additional support needs may require resources or expertise from professionals outwith the immediate school setting, but within Education and Families (e.g. educational psychologist, Community Learning and Development).

**LEVEL 3** Where a child is identified as requiring support from another agency outwith Education and Families. A Child's Plan will usually be in place for a child who requires further planning to develop the wellbeing of child, the named person may request assistance from colleagues in partner agencies.

**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 GIRFMe or Child's Plan, parents will be consulted and kept informed at all stages. GIRFMe and CP's are reviewed on a regular basis, in line with the school's Additional Support Needs Annual Cycle.

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 children with English as an additional language. A specialist teacher visits St Bartholomew's twice each week to work directly with pupils and offer advice to class teachers.

### **Getting it Right for Me plans**

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

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning

targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

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

### **Dispute Resolution**

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

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

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

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

## **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.

## **LIVING OUR FAITH**

*'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 O'Kane, our parish administrator and school chaplain, visits the school during Advent and Lent to celebrate the Sacrament of Reconciliation with pupils. The regular presence of Father O'Kane 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.

St Bartholomew's has a duty to proclaim the Gospel and offer education based on the values and teachings of the Catholic Church; it is presumed that parents and carers who enrol their child in the school are consciously choosing this sort of ethos and learning environment for their son or daughter. Parents who, for some reason, wish to withdraw their child from religious observance should make an appointment with the Head Teacher to discuss their specific concerns and find a solution.

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

### **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 been limited to raising funds to support SCIAF, MISSIO and St Andrew's Hospice. Pre covid we carried out many more projects but we have been only able to financial support. In this way, 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 Mrs Bolland'* 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 in non-class times:** Arrangements for supervision during non-class time, include any special considerations for our ASN pupils. 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        | Dance    |
| • Fundamentals | Football |
| • Karate       | Netball  |

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

## PUPIL VOICE GROUPS

All St Bartholomew's pupils are a member of one of our Pupil Voice groups:

Forward Together	Citizenship	These groups are aimed at providing all pupils with a voice within the school, giving them the opportunity to make genuine decisions relating to improving St. Bartholomew's Primary School.
Eco	Health for Life	
Faith in Action	Junior Road Safety Officer	

## 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

Child Protection Co-ordinator is: **Deirdre Bolland** (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. An events calendar, listing all important dates throughout the year, is sent out in paper format in September and January. Additional letters and leaflets are sent home on paper as and when required, and urgent pieces of information are sent via text.

The school operates an 'open door' policy where possible due to covid restrictions 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 (pre covid) for parents and carers to come into St Bartholomew's. These include class assemblies, concerts, fundraising events and curricular workshops.

Parents' Evenings take 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. An interim report is sent out in September and a 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**

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

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

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

## **PARENT 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:

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

Mrs Nicola Rae (Chairperson)

Mrs Deborah Gemmill ( secretary )

Mrs Wilson

Mrs McStay

Mrs Tricia Morris (Community Links)

Mrs Deirdre Bolland (professional advisor)

Mrs Katie McLean ( school representative)

Fr James O’Kane (Church Representative)

The Parent Council meets last Wednesday each month from 6.00pm - 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. During Covid this has been webex online meetings.

## **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. We have a Parent Support Worker called Raymond McCabe who is our link with Community Learning and Development who organises many transition activities for our school

Coatbridge CLD Locality Office, 9 Old Monkland Road, Coatbridge ML5 5EA  
01236- 638470 Email: [CLD-Coatbridge@northlan.gov.uk](mailto:CLD-Coatbridge@northlan.gov.uk)

## **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. No pupils within catchment area are entitled to transport. This policy is more generous than the law requires. Parents who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

*Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.*

Attendance must be recorded twice a day, morning and Afternoon

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

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

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

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

### Family Holidays During Term Time

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

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

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

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

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

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

a) **Extended leave with parental consent**

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

Leave in such circumstances will be authorised under circumstances such as

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

b) **Exceptional Domestic Circumstances**

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

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

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

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

### **What is this statement?**

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

### **Who are we?**

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education and Families is located in Kildonan Street, Coatbridge ML5 3BT.

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

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

### **Legal basis for using your information**

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

### **Your personal information**

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually or as it changes.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

### **How will we use this information?**

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe

- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

### **Who do we share information with?**

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

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

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

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

### **How long do we keep your information for?**

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from:

North Lanarkshire Council  
Education & Families  
Civic Centre  
Motherwell ML1 1AB

### **Your rights under GDPR**

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.



- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
  - Request the transfer – you can request the transfer of your information to another party.
  - Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information
  - or, use of personal information is contrary to law or our legal obligations.
- If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

#### **The Council's Data Protection Officer**

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)  
Civic Centre,  
Windmillhill Street,  
Motherwell ML1 1AB  
or by email to  
[AlTeam@northlan.gov.uk](mailto:AlTeam@northlan.gov.uk)

#### **The Information Commissioner**

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

Information Commissioner's Office,  
45 Melville Street,  
Edinburgh, EH3 7HL  
or by e-mail to  
[casework@ico.org.uk](mailto:casework@ico.org.uk)

## **TRANSFERRING EDUCATIONAL DATA ABOUT A CHILD**

Education authorities and the Scottish Government

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

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school.

Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

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

### **Why do we need your data?**

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

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

### **Your GDPR rights**

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

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

#### **Further details are available on:**

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

#### **Any Concerns:**

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to:

The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

#### **Want more information?**

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

## **FREEDOM OF INFORMATION**

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

The Freedom of Information Coordinator can be contacted by telephone on 01698 302484

## 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, Twitter and Groupcall. The Head Teacher will also make any emergency announcement on the school's website:

<https://blogs.glowscotland.org.uk/nl/stbartholomews/>

## MEDICAL AND HEALTH CARE

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 staff member. 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 until the child requires it. A member of staff will oversee the child taking the medicine, but they are not responsible for physically giving the medication to the child.

## 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.

## MEALS

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

### PRIMARY MEAL PROVISION

Parents\carers are entitled to receive a **clothing grant** if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (income below £610 per month) housing benefit and council tax rebate. If parent/carers is in receipt of Income Support, Job Seekers Allowance (income based), and employment & support allowance (income related), Universal Credit (with an income below £610 per month), are entitled to a meal without charge.

Payment for meals must be made at cash machine and loaded on card or online payments can be made through your scotgov account (Parent Portal).

**All P1 – P5 children are entitled to a free school meal with milk. From August 2022 all primary children will be entitled to free meal and milk.** Milk may, however, be available for purchase in the school during the lunch period.

The majority of children remain in school for lunch. Those children who bring packed lunches have their meals along with the other children who remain in school during the lunch hour. Pupils are **not** permitted to use the local shops during lunchtime.

### Special Diet Procedures

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

child's dietary requirements. It is important that the Head Teacher/Dining Hall Supervisor is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

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

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. For information a vegetarian meal option is offered on a daily basis.

Breakfast Club starts at 8.15am children **should not arrive** in school before then. The breakfast consists of milk, water, cereal and toast. This is free to pupils who are in Primary 1 – 5. From August 2022 this will include P6 and P7

### **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).

Sign up to email alerts and receive the **weekly primary school menu** this can be accessed at:

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=5594>

## **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 / trousers  
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

***PLEASE NOTE THAT JOGGING TROUSERS / LEGGINGS ARE NOT SUITABLE ATTIRE.***

Ties can be purchased from school office.

Jumper/cardigan/ badges / jackets and bags can be purchased from: Scotcrest, 62 Clark Street, Airdrie ML6 6AP.

***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 Education and Families. 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)
- Universal Credit (income below £610 per month)
- 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

**Derek Brown**, Executive Director  
Civic Centre  
Windmillhill Street  
Motherwell, ML1 1AB

**Des Murray**, Chief Executive  
Civic Centre, Windmillhill Street  
Motherwell ML1 1AB  
Tel: 01236 812336 / 01698 302534

**Councillor Kirsten Larson SNP**  
c/o Civic Centre  
Motherwell ML1 1AB  
Tel: 70939280043  
email: [larsonk@northlan.gov.uk](mailto:larsonk@northlan.gov.uk)

**Community Learning & Development H.A.**  
Buchanan Tower  
Buchanan Business Park  
Stepps, Glasgow G33 6HR

**Councillor A. McVey LAB**  
Civic Centre  
Motherwell ML1 1AB  
Tel: 01698 302222 / 07939280034

Tel: 0141 304 1818

email: mcveya@northlan.gov.uk

**Alan Henry (Central Area )**

Civic Centre  
Windmillhill Street  
Motherwell ML1 1AB  
Tel: 01698 403140

**Councillor W. Shields LAB**

Civic Centre  
Motherwell ML1 1AB  
Tel: 01698 302222  
email: shieldsb@northlan.gov.uk

**Jill Woodward (C.I.O)**

Department for Education and Families  
Civic Centre  
Motherwell ML1 1AB

**Councillor Allan Stubbs SNP**

Civic Centre  
Motherwell ML1 1AB  
Tel: 01698 302222 / 07939280073  
email: stubbsa@northlan.gov.uk

**Contacts in relation to Support for Learning**

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

**Gordon Reid CIIL** may be contacted at reidgo@northlan.gov.uk or through  
St. Ambrose HS Cluster HUB

You can also get more help and advice from:

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

Tel: 0345 123 2303

Email: info@enquire.org.uk

Children in Scotland  
Roseberry House  
9 Haymarket Terrace  
Edinburgh EH12 5EZ

Website: www.enquire.org.uk for parents and practitioners

Website: www.enquireorg.uk for children and young people

**Children in Scotland - Resolve Mediation** Tel: 0131 313 8844

Email: resolve@childreninscotland.org.uk

**Independent Adjudication**

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

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street, Glasgow G2 8GT  
0141 302 5860

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

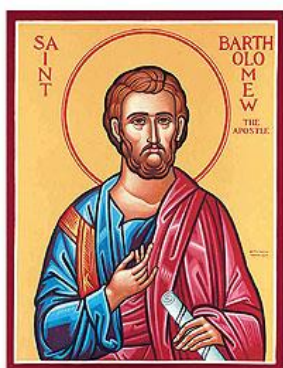
### **NHS**

Coatbridge Health Centre  
1 Centre Park Drive  
Coatbridge ML5 3AP  
Tel: 01236- 432200

### **SOCIAL WORK**

Coatbridge Social Work  
3<sup>rd</sup> Floor  
Municipal Buildings  
Kildonan Street  
Coatbridge ML5 1ET  
Tel: 01236 622100

## **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 24<sup>th</sup> August.

## **Qualifying Statements**

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

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

Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year.

It details the current policies and practices of both the council and the school.