



***St. Thomas' Primary  
&  
Nursery Class  
Wishaw***

***School Handbook 2022/2023***

***“Learning for a brighter future led by  
love and the Lord”***



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Dear Parents, Carers, Families and Friends,

I am delighted as Head Teacher of Saint Thomas' Primary School and Nursery Class to welcome you all to our school community. Our vision is based on achieving excellence for all through the school curriculum, (Curriculum for Excellence), as well as achieving equity through a range of high quality experiences and opportunities that ensure success for everyone both in school and later on in life. As a Catholic school, our vision is also based firmly on the values and teachings of the Catholic Church through the development of the knowledge and understanding of Catholic faith, relationships, equality and inclusion.

In October 2017 a team of inspectors from Education Scotland visited St Thomas' Primary School and Nursery Class. The inspection team found the following strengths in the school's work.

- Hard working, courteous and well behaved children who show resilience. Positive relationships between teachers, staff and children which support a purposeful learning climate characterised by mutual respect.
- Staff across the school and nursery class who work well as a team and enrich children's experiences both within and out-with the classes.
- Staff ensure that steps are put in place to ease particular barriers to participation in order to secure equitable outcomes for all children.
- The drive of the Head Teacher and her depute in taking forward wellbeing, inclusion and equity. This results in children feeling safe, nurtured, supported and are treated fairly across the school and nursery.

We are delighted that the school was reported to exceed the standard for education in Scotland and we make a commitment to everyone that we continue to strive for excellence for all.

If you have any questions about any information contained in this handbook then please do not hesitate to contact me at the school-

[enquiries-at-st-thomas@northlan.org.uk](mailto:enquiries-at-st-thomas@northlan.org.uk)

Yours sincerely

*Maryann Preston*

Head Teacher

### SCHOOL AIMS & ETHOS

In Thomas' Primary we aim to provide a broad and balanced curriculum within a stimulating and caring environment, promoting positive attitudes within the community to ensure that all children meet their full potential.

- to enable all in our care to reach their maximum potential educationally, socially and emotionally in a safe, happy, secure and trusting environment.
- to ensure that children are given the opportunities to become successful learners through effective learning and teaching based upon clear aims, policies and through a structured learning programme which offers both challenge and support.
- to encourage all children to develop an appreciation of self worth, respect for themselves and others, in an environment where success is celebrated and promoted, thus encouraging all children to become confident individuals.
- to strive to create and maintain a positive partnership between parents and the whole school community where each plays a vital role in the development of our children's moral and social values in order that they become responsible citizens.
- to foster independence and the development of positive attitudes and self discipline within an agreed code of conduct, to ensure that all children feel accepted and valued, encouraging them to be effective contributors within their environment and the wider community.

**Our School Vision** lies at the very heart of all we do in St Thomas' Primary School  
"Learning for a brighter future led by love and the Lord"

Our school values, as identified through full consultation with children, families, Staff and our wider community are:

- Fun
- Honesty
- Respect
- Kindness
- Nurture
- Communication



### SCHOOL INFORMATION

**NAME:** ST. THOMAS' PRIMARY SCHOOL & NURSERY CLASS

**ADDRESS:** Caledonian Road, Wishaw, ML2 0HY

**TELEPHONE NO:** 01698 274960

**E-MAIL** enquiries-at-st-thomas@northlan.org.uk

**Website** [www.st-thomas.n-lanark.sch.uk](http://www.st-thomas.n-lanark.sch.uk)  
<https://blogs.glowscotland.org.uk/nl/stthomas/>

**DENOMINATIONAL STATUS:** CATHOLIC

**CO-EDUCATIONAL STATUS**

**Gaelic Language Provison : No**

**PRESENT ROLE:** 247 (school), 40 (3-5 year old nursery) and 10 (2 year old nursery )

**CAPACITY:** 317

#### WORKING CAPACITY

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

#### STAGES COVERED

##### NURSERY – PRIMARY 7

At the time of printing the recommendation is that maximum numbers in a composite class are to be 25. In a non-composite class the recommended maximum number is 33. According to personnel resources available within the school, each child is placed in what is perceived to be the best class/learning environment in which he/she can realise his/her full potential.

#### COMMUNITY FACILITIES

The school building is available for let. Applications should be made to:

Culture and Leisure NL Ltd  
Community Facilities Section  
Coatbridge Community Centre  
9 Old Monkland Road  
Coatbridge, ML5 5EA

#### ASSOCIATED SECONDARY SCHOOL

##### **St Aidan's High School**

Waverley Drive, Wishaw, ML2 7EW, 01698 522738

**TOTAL NUMBER OF TEACHING STAFF:** 14.47 (Full time equivalent)



## **SCHOOL STAFF**

### **TEACHING STAFF**

Mrs. Maryann Preston    Head Teacher  
Mrs. Kelly-Anne Dunn    Depute Head Teacher  
Miss. Joanna Dignam    Principal Teacher  
Mrs. Lisa Lettis          Principal Teacher (PEF 0.5FTE)  
Mr. John Finnon          Principal Teacher (PEF 0.5FTE)  
Mrs. Elaine Rae          Principal Teacher (PEF 0.5FTE)

Miss Carragh O'Brien—P1  
Mrs Gemma Ward (4 days)/Mrs Lisa Lettis—P1/2  
Miss Collette Grant—P2/3  
Mrs Hamilton (3 days) /Miss Jessimar (2.5 days)—P3  
Mrs. Pauline Archibald 4 days, Mrs. Elaine Rae—P4  
Miss. Pamela Dormer/Miss Roisin Hughes—P4/5  
Miss Nicole Swinfen/Mr John Finnon—P5  
Mr Fraser Eunson—P6  
Miss Sarah Turner (Probationer 3 days) Miss Dignam—P6/7  
Mr. P Conway—P7  
Geraldine Murray  
Mrs. Ellen Goldie- McCrone Teacher– 2 days  
Mrs Alethea Britton—Nursery Excellence and Equity Lead  
Mrs. Carolann Caldwell— Lead Early Learning Practitioner  
Ms Kirsty Sweeney – Lead Early Learning Practitioner  
Mrs. Margaret Hughes— Early Learning Practitioner  
Mrs. Yvonne Findlay— Early Learning Practitioner  
Mrs. Yvonne Lennox— Early Learning Practitioner (3 days)  
Mrs. Vicky Murphy—Early Learning Practitioner  
Mrs. Liann Freeman— Early Learning Practitioner  
Mrs Ewgenia Koukie—Early Years Support Worker  
Miss Emma Marshall—Years Support Worker  
Miss Denise Loney—Early Years Support Worker

### **SUPPORT STAFF**

Mrs. Margaret Mary Small - Senior Clerical Assistant  
Mrs. Catherine Nicol – Clerical Assistant/ Dining Hall Assistant  
Mrs. Catherine Duffy -Clerical Assistant  
Mrs. Lorraine Reid - Classroom Assistant  
Mrs. Patricia McLelland - Additional Support Needs Assistant  
Mrs. Karen Wale—Additional Support Needs Assistant  
Mrs. Claire Harden—Additional Support Needs Assistant  
Mrs. Jacqueline Hayhoe (4 days)- Additional Support Needs Assistant PEF  
Mr. Alan Britton – Janitor  
Mrs. Lillian McCourt – Catering Supervisor  
Mrs Linda Duncan – Cleaning Supervisor

### **VISITING STAFF**

Miss. Anne Trevorrow – Educational Psychologist  
Mrs. Gallagher-Murphy –EAL teacher  
Mrs. Isabel Hamill - Hearing Impairment Teacher  
Mrs. Pauline Russell - Community Learning and Development Officer (parent support worker)

### **SCHOOL CHAPLAINS**

Father K. Krzysztof and Father K. Hamilton

## **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, on the NLC website and twitter and the School App.

### **SCHOOL HOURS—Monday to Friday**

School Opens – 8.55am  
Interval – 10.35 am– 10.50am  
Lunch – 12.30pm – 1.20pm  
School Closes – 3.00pm

Please note that all P1 pupils will require to attend full-time from the first day of session. Each class will be informed individually about P.E. days, departmental assemblies etc.

**Should it be necessary to deviate from the above timetable, advance notification in writing will be given to parents.**

### **NURSERY HOURS– Monday-Friday (Term-Time)**

Session start time—8.45am  
Session finish time—2.45pm  
N.B. All children (3-5 or eligible 2 year olds) are now entitled to 1140hours instead of 600 hours per year from August 2020.

### **OUT OF SCHOOL CARE**

CLYDESDALE AFTER SCHOOL CARE (CASC)  
WISHAW SPORTS CENTRE  
01698 352270 OR 07980686705

DIDYMOUSE OUT OF SCHOOL CARE  
ST THOMAS' CHURCH HALL, WISHAW  
01698 373628 OR 07591135124

## **The School Year**

### **Term and holiday dates for the forthcoming 2022/2023 session.**

#### **August 2022 (proposed dates - session 2022/23)**

Teachers return and in-service day: Monday 15 August 2022

In-service day: Tuesday 16 August 2022

Pupils return: Wednesday 17 August 2022

**September 2022**—September weekend: Friday 23 September to Monday 26 September 2022 (inclusive)

**October 2022**—October week: **Monday 17 to Friday 21 October 2022 (inclusive)**

**November 2022**—In-service day: Monday 14 November 2022

**December 2022 - January 2023**—Schools close: Thursday 22 December 2022 at 2.30pm

Christmas and New Year holidays: Friday 23 December 2022 to Friday 6 January 2023 (inclusive)

Schools return: Monday 9 January 2023

**February 2023**—Mid-term break: Monday 13 February 2023 and Tuesday 14 February 2023

In-service day: Wednesday 15 February 2023

**April 2023**—Schools close: Friday 31 March 2023 at 2.30pm

Spring holiday (Easter): Monday 3 April to Friday 14 April (inclusive)

**(Good Friday: 7 April 2023 Easter Monday: 10 April 2023) Schools return: Monday 17 April 2023**

**May 2023**—May holiday: Monday 1 May 2023

In-service day: Tuesday 2 May 2023

May weekend: Friday 26 May 2023 to Monday 29 May 2023 (inclusive)

**June 2023**—Schools close: Wednesday 28 June 2023 at 1pm



## REGISTRATION AND ENROLMENT

Registration of new entrants takes place in January each year. Pupils resident within the school catchment area, whose fifth birthday falls between 1<sup>st</sup> March of the current school year and the last day of February of the following school year, will automatically be admitted into school. Details of registration will appear in the national and local press.

Parents of older children seeking a place should contact the school where advice will be given. Information about placing requests may also be given on request.

SHOULD THE PARENT OF A PROSPECTIVE PUPIL FOR THIS SCHOOL WISH TO MAKE A VISIT THEY SHOULD CALL AND ARRANGE AN APPOINTMENT. VISITORS ARE WELCOMED AND WILL BE SHOWN AROUND THE SCHOOL.

## INDUCTION

After the initial enrolment takes place, steps are taken to ensure that the change from pre-schooler to new entrant is as smooth and happy as possible. Transitions are the moves children and young people make from home to nursery, from stage to stage and through Curriculum for Excellence levels. Transitions are part of everyone's life. When transitions work well they help children and young people to develop confidence and acquire skills to manage future changes in their lives.

During the Spring and Summer term, a member of school staff will visit your child in their current nursery environment to say hello. In addition, parents are invited to bring the new entrants to school on a number of occasions, so that they and their children can meet their prospective teachers. And become familiar with their new school environment. The children get to spend some time practising being schoolboys and schoolgirls. Staff will arrange to talk with the parents about life in Primary 1. This is an ideal opportunity for new parents to get to know each other.



### EQUAL OPPORTUNITIES / ACCESSING THE CURRICULUM

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland outlines the essential requirements of the Equality Act 2010 for schools. This can be accessed at - Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

In Saint Thomas' Primary we feel it is vitally important to the well being of our pupils that they are all treated fairly and that all should feel valued. We expect that the pupils in turn should value and respect each other and other members of our school community.

All pupils are encouraged to work hard and do their best in all areas of the curriculum. Our school staff is aware of the need to ensure that pupils consider all the options open to them and do not fall into stereotyped choices. We expect our children to take part in the whole curriculum. Where appropriate this is provided within the classroom by the class teacher. Children may be assisted by support staff from within the school and education authority.

We believe that all pupils should be able to take part in all areas of the curriculum. Many extra-curricular activities are available to all children. Our school is a one-storey building and is accessible to all.

In accordance with North Lanarkshire policies, we can give help and advice should parents require financial assistance with school meals, clothing, outings or other extra curricular activities.

Our pupils are actively encouraged to respect each other's needs and to reject ideas of racial or religious intolerance.

We aim to ensure that the school community is aware of the need to guard against discrimination of any kind. 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.



### **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: Please insert appropriate name and telephone number: Please insert appropriate number.

### **Adult Protection**

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines .

Adult Protection coordinator is: Maryann Preston

Phone number—01698 274960

### **SCHOOL STATEMENT ON BULLYING**

Bullying, either in class or in the playground, is unacceptable. It is more easily dealt with if it is reported early before it becomes a habit. Pupils are encouraged to report any type of bullying behaviour, either mental or physical, to their class teacher, Mrs Preston, Mrs Dunn, Miss Dignam, Mr Finnon, Mrs Rae, Mrs Lettis or their key adult.

If you discover any kind of bullying taking place, please do not hesitate to report it, either by letter, by telephone or by arranging a meeting. Strategies which promote positive behaviour and Restorative Practice will be used to stop bullying behaviour and parents will be informed and asked to visit the school. Home/school partnership are essential to support the resolution of issues in a restorative way in line with the school's new Anti-Bullying and Relationships Policy 2019.

Teachers at every stage in the school discuss the subject of bullying and restorative practice with their pupils. There is a focus on National Anti-Bullying Week each year and the school is a Bronze Award winner for a Rights Respecting School based on the UN Convention on Rights of the Child.

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



### **WHAT IS CURRICULUM FOR EXCELLENCE?**

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

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

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

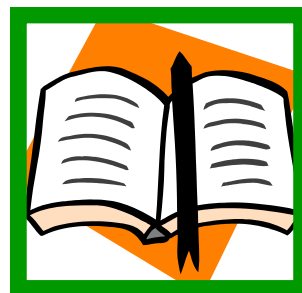
These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'. The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

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



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

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

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

### **What is the Broad General Education?**

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

### **Curriculum Areas and subjects**

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

The 8 curricular areas are:

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

### **The Senior Phase**

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

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

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

### **Personal Support/Career Planning**

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

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

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

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

### **STANDARDISED ASSESSMENT**

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 judgements 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.

The Scottish Government commissioned the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework.

These assessments provide teachers, for the first time, objective and nationally consistent information on children's progress in aspects of literacy and numeracy, alongside a wide range of other assessment activity. Teachers can then discuss children's progress with them and their parents, taking into account the full range of assessment activity, including SNSA, to plan next steps and ensuring parents understand how best to support their child's learning at home.

For children and young people to have the best chance of reaching their potential, parents, carers, teachers and the children themselves need to understand how they are progressing and what further support they require.

P1, P4 and P7 undertake these assessments. P1 children take two SNSA assessments: one in literacy and one in numeracy.

P4 children take three SNSA assessments: one in reading, one in writing and one in numeracy.

P7 children take three SNSA assessments: one in reading, one in writing and one in numeracy.

At other stages in school children will undertake standardised assessments in Maths and Reading as required to inform how to support children's learning.

Standardised assessment data will always be analysed in conjunction with children's ongoing class learning and be a part of a wider attainment profile of every child. Teacher judgement based on Curriculum for Excellence (CfE) benchmark standards will be of high importance on assessing if a child has achieved appropriate CfE levels.

For full details on the four purposes of education, please visit:

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

### ASSESSMENT IS FOR LEARNING (AIFL) AND CURRICULUM FOR EXCELLENCE

In St Thomas' Primary we already embrace the policy and practice of the AiFL programme. This provides a sound foundation for taking forward assessment in relation to Curriculum for Excellence. Using AiFL we can encourage the development of children and young people as successful learners, confident individuals, responsible citizens and effective contributors.

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.

In St. Thomas' the curriculum includes all that is planned for children and young people throughout their education. It includes the **four contexts for learning-**

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

The school community and partners are involved in deciding how to use the flexibility provided by Curriculum for Excellence, giving consideration to the following

- our local context
- The National Improvement Framework – increased focus on literacy, numeracy and health and well-being and the need to close the poverty related attainment gap
- The Developing the Young Workforce programme – increased focus on skills, positive destinations and access to learning pathways

The curriculum ensures appropriate progression and levels of attainment for all children and young people. Parents/carers are guided through supporting their child's learning through curriculum events for learning and sensitive issues such as sexual health and relationships.





### **HOMEWORK**

Pupils are normally given homework at every stage of the school. Work at home is encouraged for two reasons – it increases children’s independent learning and it allows parents to work with their child. It also allows parents to see what work is being done in the school.

Pupils are given homework which reinforces the skills already taught. Homework should not take longer than 15-30 minutes to complete and children should be stopped from working if they appear to be experiencing difficulty with it. A note to this effect to the school would alert teachers to any problems. Work given includes reading, spelling / phonics, and maths, written language work or some research work for a topic. It would be appreciated if parents could supervise the neatness and legibility of written work and sign the page, to show that they have looked over the work done.

Homework is issued on Teams which can be accessed through your child’s GLOW account. . If at any time you have a difficulty regarding your child’s homework please contact the school.

#### **St Thomas’ Primary Homework Policy**

What are the aims of this policy?

To ensure a consistent approach to homework throughout the school.

To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.

To ensure that teachers, parents and children are fully aware of the role they play with regards to homework.

So why is homework important?

What is the purpose of homework?

To consolidate, reinforce and extend skills and understanding, particularly in Literacy and Numeracy.

To provide opportunities for parents and children to work and learn together.

To allow parents to gain an understanding of what children are learning in school.

<b>The Role of the School</b>	<b>The role of the Parent</b>	<b>Role of the Pupil</b>
To plan and set a programme of homework that is appropriate to the needs of the child. To issue homework on Monday and collect and review on Friday to support families to manage their own time effectively. Assess and feedback on children’s completed homework (oral or written) Support parents to facilitate learning at home through curriculum workshops, home learning sheets and online support material. Support families to complete homework regularly with their children and make parents aware if there is a concern.	Engage in consultation process to share views. Establish and maintain a good homework routine at home. Communicate with teachers through the use of the homework diary. To encourage a culture of learning through positive engagement with homework activities To ensure that children’s homework is completed and handed in on time.	Accurately record homework tasks as directed by the class teacher (P4-7) Manage tasks in the allocated time to ensure homework is completed Complete tasks to the best of a pupil’s ability Be independent and take responsibility for submitting homework on time Share learning with parents/ carers.



## **ADDITIONAL SUPPORT NEEDS**

St. Thomas' Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

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

Every child may have a difficulty with their learning at some point in their time in school. Every child is treated as an individual whose needs will be assessed, planned for and provision will be put in place and progress continually reviewed. The following support is given as and when deemed necessary by education staff and follows the following staged intervention process-

- |         |  |
|---------|--|
| Level 1 | where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources  |
| Level 2 | Requesting support from within Education and Families (services/resources outwith school) e.g. Educational Psychologist, Community Learning and Development  |
| Level 3 | Requesting support from another agency (Joint working with partner agency/ agencies including 3 <sup>rd</sup> Sector). When further planning is required to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.  |
| Level 4 | Integrated and compulsory working with other agencies. Targeted interventions required to promote the wellbeing of the child is identified by the relevant agencies (the child's network of support) and included in the child's plan. A Lead Professional is identified. There is an expectation at this stage that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place. |

### **ADDITIONAL SUPPORT**

Visiting teaching staff provide specialist support for children with English as an additional language and children with visual and hearing impairments.

Looked after children are deemed to have Additional Support Needs unless assessment determines otherwise. Mrs Preston is the designated person in school with responsibility for looked after children.

Parents/carers and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan.

Parents and pupils are an essential part of the assessment; planning and review processes and views will be actively sought.

### **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**

### **Dispute Resolution**

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

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

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



## IMPROVEMENT PLANNING 2021/2022

### **2021-2022 IMPROVEMENT PLAN–**

**(FULL IMPROVEMENT PLAN AVAILABLE ON ST. THOMAS' SCHOOL APP)**

#### **PRIORITY 1:**

##### **Covid Recovery Plan for Health and Wellbeing – Year 2**

**To further support the mental, social, emotional and physical health of all children, families and staff**

**Long term-** Improved experiences and outcomes for children with ASD

**Medium term-** Establish a strategic working party of Autism Champions to complete planned CLPL support sessions with a specific focus on the areas of environment, communication and relationships.

**Short term–** Environmental audit to ensure appropriate supports in place

#### **PRIORITY 2: Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people. (Year 2)**

**Long term-** Through developed contingency and online learning plans, children and young people experience continued and progressive learning both in school and remotely.

**Medium term-** Develop learning and teaching policy to include digital pedagogies.

**Short term–** Review digital pathways to support progression across all stages

#### **PRIORITY 3: To ensure equity for all learners & to close the attainment gap in response of COVID-19.**

**Long Term—**Refreshed curriculum rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning.

**Medium Term—**Identify gaps in learning through careful consideration of assessment approaches, ongoing observations and higher order questioning.

**Short Term—**Consultation of stakeholders to support updated Curriculum rationale

#### **ESTABLISHMENT PRIORITY 4: NURSERY PRIORITY**

##### **Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing**

**Long term-** Improved quality of GIRFEC procedures to ensure that children and young people can receive the right help, at the right time, from the right people

**Medium term-** Staff development in Girfec Refresh procedures

**Short term–** Parent info session/material to support GIRFEC refresh procedures

During the 2017 Education Scotland inspection, the school was reported as having the capacity to continue to improve without further visits from inspectors. A follow up report on school and nursery progress will be published by Education Scotland in January 2020.

St. Thomas' Primary and Nursery Class Improvement Report for 2020/2021 is available to view on St. Thomas' School blog



## SCHOOL PERFORMANCE

### **So, 'How Good Is St. Thomas' School and Nursery Class?'**

For further information please look at our Education Scotland inspection report

<https://education.gov.scot/assets/inspectionreports/stthomaspsrif23012018.pdf>

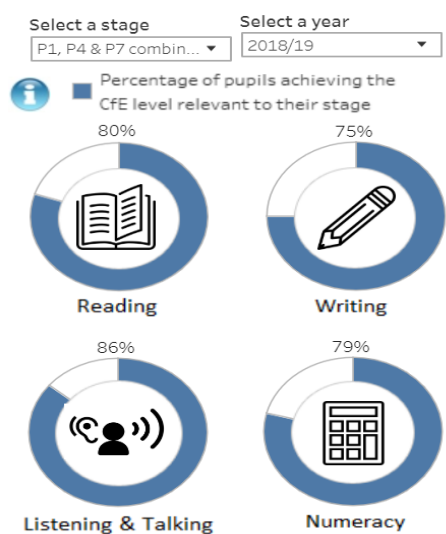
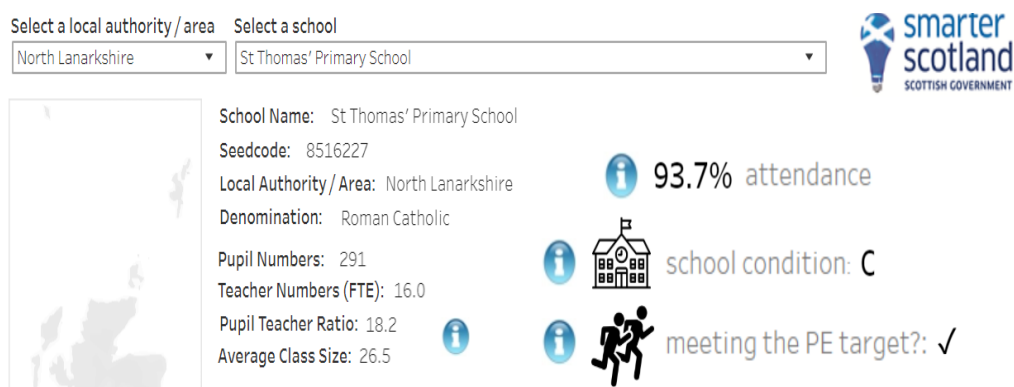
<https://education.gov.scot/assets/inspectionreports/stthomaspsncsif23012018.pdf>

Also, please look on **Parentzone** for information on our school performance as provided by the Scottish Government.

### **School Information Dashboard**

This contains a range of information about publicly funded schools in Scotland, including pupil numbers and characteristics, teacher numbers, pupil teacher ratio, attendance and absence, school condition, whether schools are meeting the PE target, Achievement of Curriculum for Excellence (CfE) Levels, and senior phase attainment and leaver destinations.

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>



## SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

Religious education in Roman Catholic schools takes place within the context of the Catholic faith community. It is designed to nurture faith and assist children and young people to be able to make an informed response to God in faith. Children and young people in our school will be at different places in the spectrum of faith development. While most of our young people are of the Catholic tradition, some are of other denominations and faiths, or have different stances for living. In Saint Thomas' we support all children and young people, irrespective of religious affiliation, in their personal search for truth and meaning in life. The religious education curriculum offers a valuable contribution to the whole school approach to the development of faith, attitudes and values. Learning through religious education enables children and young people to:

- develop their knowledge and understanding of significant aspects of Catholic Christian faith and an understanding of other Christian traditions and world religions
- investigate and understand the responses which faith offers to questions about truth and the meaning of life
- highlight 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
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Liturgical services are celebrated together at special times.

Masses are celebrated at various times in the year by Father Krzysztof our parish priest and Father Hamilton in the school or Saint Thomas' Church. Classes take turns at preparing for and leading these liturgical celebrations. The programme – **This Is Our Faith** provides guidance on the religious education curriculum which has been developed for children and young people in Catholic schools in Scotland. **God's Loving Plan** – has been provided by the Catholic Church within our diocese and teaches sex education as part of our RE programme.

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.

***N.B.– Nursery classes are non-denominational.***



### EXTRA CURRICULAR ACTIVITIES

Each term a number of extra-curricular activities take place, these include activities such as Dance, Singing, Badminton, Cross Country, Drama, Football, Netball, art and crafts, photography, philosophy to name but a few. Homework clubs are also available at different times throughout the year. All children have a chance to participate.

Any parent who has a particular talent or skill and could share an hour with the children should speak to a member of staff.

Our school is fortunate to be located in close proximity to Wishaw Sports Centre. This allows us to be able to make use of the centre's facilities throughout the year. The school has participated in North Lanarkshire's swimming programme for schools.



### The School in the Community

The development of links between the School and the Community is highly important and the children are encouraged to “think about others” - especially those who are less fortunate than themselves.

The School plays an active part in ventures organised by the local Community Council, the Church, the local hospital, schools in the surrounding area and other voluntary organisations.

Our school has formed formal partnership agreements with Wishaw Credit Union and St Andrew's Hospice.



## **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

## **GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION**

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

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

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

#### **Who are we?**

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB

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

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

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

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

#### **Your personal information**

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

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

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

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

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

Your personal information will be used:

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



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- 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>

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



## Your rights under GDPR

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information
  - 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.

<b>The Council’s Data Protection Officer</b>
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 <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>

<b>The Information Commissioner</b>
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
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>

## Transferring Educational Data about Pupils

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### Why do we need your data?

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

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

**Your GDPR rights** The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other 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>.

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## Placing Requests

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

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

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

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

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

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

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

[northlanarkshire.gov.uk](http://northlanarkshire.gov.uk)

## PARENTAL INVOLVEMENT

The staff of the school are very aware of the value of sharing the responsibility for the education of our children with their parents. Strong home/school links are invaluable in maintaining the good relationships already established between parents and staff. We greatly appreciate the time and commitment, which so many of our parents and families give.

As part of our developing partnership programme we hold a series of workshops for the parents dealing with a variety of aspects of the curriculum. These take place during and out of school hours while the children attend school. Parents are invited to bring their children along for a number of pre-school visits.

Parents are invited to be involved in our shared learning sessions. Parents engage in various activities including active learning experiences in literacy and numeracy, outdoor learning, development of skills across the curriculum that facilitate the developing our young workforce and much more. Each adult brings personal skills, individual experience, talents and knowledge, which contribute to the children's school experience.

Parents are invited to make an appointment with their child's class teacher in October, February and June each year. Appointments are made through an online booking system so that parents can choose times that best suit. Parents receive a full written report of their child's progress in May.

Parents also help by organising extra curricular activities, escorting pupils on educational outings and to swimming lessons etc. Please note that all parents with regular involvement in activities with the children MUST hold a PVG disclosure.

We are very aware of the need to have good communications between parents and school. Termly newsletters are put on the School App to keep parents informed of school activities and we would recommend the reading of the Parent Council Minutes. The Parent Council shares information through the school app. Parents are invited to show expressions of interest for the Parent Council in August of each year and the AGM held annually in September.

We have a busy Twitter page and Facebook page which contains lots of interesting information about what is happening in school. **\*\*New for 2018/2019 \*\* St. Thomas' School App.**

Communication is a two way process and it is important parents inform the class teacher or promoted staff of any concerns, complaints or changes in family circumstances, as soon as possible so that we can work together to resolve any difficulties. Correspondence can be by telephone, in writing or by email to [enquiries@st-thomas.n-lanark.sch.uk](mailto:enquiries@st-thomas.n-lanark.sch.uk)



### **Attendance at School**

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government. At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided 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.

### Extended leave with parental consent

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

Leave in such circumstances will be authorised under circumstances such as

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

### Exceptional Domestic Circumstances

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

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

- 

St Thomas' Primary School investigates unexplained absence, and NLC 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.

If a child's attendance falls below the NLC target of 95%, parents will start to receive attendance letters and attendance meetings at the school with the HT.



## Clothing and Uniform

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

Clothing which is unacceptable in school under any circumstances. Includes items which:

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

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from first stop shops and can be downloaded from the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £625 per month), housing benefit, council tax reduction.

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

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



## LABELLING CLOTHING

All items of clothing, shoes and school bags should be **clearly marked with the child's name**. The school cannot take responsibility for finding lost items that are not labelled.

## ST. THOMAS' SCHOOL UNIFORM

We are very proud of our school and our uniform and children are encouraged to wear their uniform with pride.

It consists of:

White/green shirt with school tie

**Grey/green** v – neck sweater

**Grey** skirt, Grey tailored trousers (NOT BLACK)

Black school shoes

White/grey socks or tights

Green blazer with school badge

Green/yellow check summer dress (optional)

All pupils require a pair of black shorts and a white St. Thomas' polo –shirt for PE. Polo-shirts can be worn to school on PE days.

Black plimsolls are required for use inside the school building.

\*P7 wear a St. Thomas' leadership tie. This can be bought at the school office.



### MEALS

The school has excellent dining facilities with a large dining room and kitchen where meals are prepared on the premises. A member of the school leadership is always present during lunch time servings. A cashless (card) system operates, offering a choice of at least two healthy home cooked meals, with a choice of salads, selection of breads and milk or water for approximately £3.10. Every child has a dinner card and this card can be topped up with funds by using machines in school or parents will be given details on how to add funds to cards online.

Packed lunches are accommodated in our spacious lunchroom/hall. Parents of Primary One children are invited to accompany them to have a pre-entrant school lunch. This helps children to get to know the system and gives them confidence.

Nursery children will also be provided with a meal.

### 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. For information; a vegetarian meal option is offered on a daily basis. Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist. It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers may be asked to attend a meeting. Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form. Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible.

Special diets are available on request for those who require them for ethical, religious or cultural reasons and should be requested in writing to the head teacher, who will liaise with the school catering service. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures/forms are available from school, child's dietician or NL catering. On occasion, parents may be asked to supply prescription foods or asked to attend a meeting to discuss the child's dietary requirements. Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the HT and catering service to ensure appropriate food provision.

SAMPLE: Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Beef burger & vegetable sticks with coleslaw	Macaroni cheese (v)	Chicken curry & rice	New American style hot dog	New Fish bites & chips
Option 2	Tomato pasta with garlic bread (v)	Homemade pizza & potato wedges (v)	Soup & half cheese toastie with coleslaw (v)	Filled baked potato with tuna mayo cheese and coleslaw fillings also available (v)	Cowboy beans & potato waffles (v)*
Veggies	Vegetable sticks, salad and seasonal vegetable	Broccoli, salad and seasonal vegetable	Sweetcorn, salad and seasonal vegetable	Vegetable batons, salad and seasonal vegetable	Peas, salad and seasonal vegetable
Snack 2 Go	Sandwich + drink + sweet treat Chicken/Tuna/Cheese	Sandwich + drink + sweet treat Egg Mayo/Tuna/Cheese	Sandwich + drink + sweet treat Chicken/Tuna/Cheese	Sandwich + drink + sweet treat Chicken/Tuna/Cheese	Sandwich + drink + sweet treat Egg Mayo/Tuna/Cheese
Soup or Sweet Treat	Tomato Soup (v) Homemade sponge cake	Lentil Soup Fruity Tuesday	Seasonal vegetable soup (v) Home baking	Potato and leek (v) Fruity Cookie	Lentil Soup (v) Jelly and fruit Friday
Water and milk is available with all meals	All dishes are served with a minimum of two portions of seasonal vegetables				* quorn sausage & baked beans

#### Other

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £625 per month), are entitled to a meal without charge. All P1 to P4 pupils are entitled to a free meal and free milk. From January 2022, P5 pupils will also qualify for a free meal. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk. Information and application forms for free school meals can be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk) and are available in first stop shops.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (income below £625 per month), housing benefit and council tax rebate.

Information and application forms for clothing grants may be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk) and are available in first stop shops.

From August 2022, All eligible two-year-olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), are entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more, will receive a free meal as part of the Early Learning and Childcare entitlement

### **MEDICAL AND HEALTH CARE**

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at the ages of 10/11 years and 13/14 years, by staff of Lanarkshire Health Board. Parents may refer their child at other times to the clinical medical officer for examination or advice.

### **DENTAL INSPECTIONS**

These are carried out on a routine basis in primary schools and parents are offered any necessary treatment for their child although they may choose to go instead to the family dentist. Secondary pupils receive examination at the local community dental clinic, on request.

### **ACCIDENTS / ILLNESS WHILE AT SCHOOL**

If children become ill or have an accident during school hours they are looked after by a member of staff until parents or an emergency contact person who has been contacted by phone can collect them.

It is always necessary to have an emergency contact number on file in school. Parents should ensure that their emergency contact number is up to date. Please call the school office should any change to phone numbers, places of employment etc., require to be made. Parents often change mobile phone providers without making the school aware of the new number.

It is preferable if your emergency contact person lives locally.

Depending on the severity of any accident, which may occur in school, arrangements can be made to take the child to their local surgery or the emergency unit at Wishaw General Hospital

Parents should inform the school of any health problem concerning their child e.g. asthma, diabetes etc.

Parents must inform the school in writing of any medicine required to be taken by their child during the school day. Forms for this purpose are available from the school office.

If a pupil is unable to attend a suitable educational establishment as a result of prolonged ill health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational; establishment. In NLC, children and young people are treated in the paediatric in-patient unit with Wishaw general Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore NLC does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES) The service is provided by Glasgow City Education Department and Social Work Services. For further information please contact your child's school.

**TRANSPORT**  
**SAINT THOMAS' PRIMARY SCHOOL BUS**

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

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent/carer's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent/carer'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.

At present, there is transport available to take children who live in some areas of Netherton, Overtown, Craigneuk and Wishawhill. Children are supervised by a member of staff going to and from the bus. There is a path which leads directly from the bus assembly point to the back entrance of the school.



### **THE PARENT FORUM**

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all parents and carers of children at the school. As a member of the Parent Forum you can expect to:

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

### **THE PARENT COUNCIL**

Parent Councils came into force on the First of August 2007.

Saint Thomas' Primary has a Parent Council. Parent Council meetings are open to the public.

CHAIRPERSON - Chris Burt

VICE CHAIRPERSON – Caroline McLaughlin

TREASURER – Beverley Monaghan

SECRETARY – Kirsty Paterson

COUNCIL MEMBER – Isabela Docherty

COUNCIL MEMBER – Karen Bell

COUNCIL MEMBER – Fiona McAleavey

COUNCIL MEMBER – Brian Hailey

COUNCIL MEMBER– Laura Byrne

COUNCIL MEMBER– Diane Spence

COUNCIL MEMBER– Debbie Gallagher

COUNCIL MEMBER– Julie Brown

COUNCIL MEMBER– Joanne Nelson

COUNCIL MEMBER– Gemma McGuire

#### SECONDED MEMBERS

CHURCH REPRESENTATIVE – TBC

TEACHER REPRESENTATIVE (s) – Joanna Dignam, John Finnon, Lisa Lettis, Elaine Rae (Acting Principal Teachers)

ADVISOR TO BOARD – Mrs Maryann Preston (Head Teacher)

Clerk to Board: Lorraine Reid

### **THE PARENT COUNCILS RIGHTS AND DUTIES INCLUDE:**

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

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. Office bearers will be reselected by the parent forum on a two yearly basis. This will be done at the annual meeting of the forum.

The nursery has a NURSERY FUNDRAISING group. They meet monthly in school or on a virtual platform.

The Pupil Council are elected by fair class elections and work with Mrs Dunn for a variety of purposes as identified by the children across the school.

### **PLAYGROUND SUPERVISION**

An adult presence is provided in playgrounds at break times in terms of the Schools (safety and supervision of pupils) (Scotland) Regulations 1990

Our support staff and janitor patrol the playground areas. Even with an adult on duty accidents can happen and Mrs Reid, our First Aider will attend to cut knees, bleeding noses etc.

In wet weather children stay in school, however, weather can change quickly so children should therefore always have a shower-proof jacket. Adults will patrol the corridors and supervise children during wet playtimes or lunchtimes.

Pupils are not allowed to walk in the school car park for their own safety. PARENTS SHOULD NEVER PARK IN THE SCHOOL CAR PARK (unless an arrangement is in place with SLT staff).

During inclement weather children are asked to keep off the grassed areas.

Children are not allowed to leave the school during interval; children who eat their lunch in school are not allowed to leave the playground areas.

#### **Things To Note:**

Children may not leave the school premises within school hours without being authorised by a parent in one of the following ways:

A parent's note, telephone call or an appointment card for doctor/dentist/hospital/speech Therapist etc.

At such times parents must sign their child out from the office since there is no crossing patrol warden on duty except at the specified time.

**Children will not be allowed to leave the school unless an adult collects them.**

### **TRANSFER FROM PRIMARY SCHOOL**

Pupils normally transfer between the ages of 11.5 years and 12.5 years, so that they will have the opportunity to complete at least 4 years of secondary education. Parents/carers 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.

### **ASSOCIATED SECONDARY SCHOOL**

#### **St Aidan's High School**

Waverley Drive, Wishaw, ML2 7EW, 01698 522738

Parents can attend a partnership evening in November each year where they can meet the staff from the High School and see around the building. Children in P7 have numerous opportunities to visit St. Aidan's High School before transferring. St. Aidan's teaching staff also visit the primary school to establish relationships with the children during the transition period.

There is an enhanced transition process for those children who require it and a Summer school each year in July.

## IMPORTANT NAMES AND ADDRESSES

### Councillors Ward 21 Wishaw

Cllr Bob Burgess  
Scottish Conservative & Unionist  
burgessb@northlan.gov.uk

Cllr Angela Feeney  
Scottish Labour Party-  
feeneyan@northlan.gov.uk

Cllr Fiona Fotheringham  
Scottish National Party  
fotheringhamf@northlan.gov.uk

Cllr Jim Hume  
Scottish National Party  
humej@northlan.gov.uk

### Councillors Ward 19

Motherwell South East And Ravenscraig

Cllr Kenneth Duffy  
Scottish Labour Party  
duffyken@northlan.gov.uk

Cllr Agnes Duncan Magowan  
Scottish National Party  
magowana@northlan.gov.uk

Cllr Alan Valentine  
Scottish National Party  
valentinea@northlan.gov.uk

Cllr Nathan Wilson  
Scottish Conservative and Unionist  
wilsonn@northlan.gov.uk

### Member Services

Civic Centre  
Motherwell  
ML1 1TW  
01698 302619

### Chief Executive

#### Des Murray

P.O. Box 14  
Civic Centre  
Motherwell

### Executive Director

Derek Brown  
Education and Families  
Windmillhill Street  
Motherwell  
ML1 1AB

### Education Manager – NLC

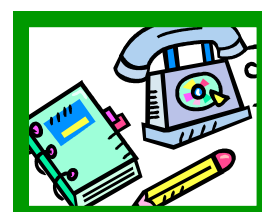
Michael Dolan

### Wishaw/Shotts CLD Locality Office

Calderhead High School  
Dyfrig Street  
Shotts ML7 4DH  
Tel: 01698 274343  
E: [CLD-Wishaw@northlan.gov.uk](mailto:CLD-Wishaw@northlan.gov.uk)

### Careers Office

King Street  
Wishaw  
01698 292616







## **GLOSSARY**

**Attainment-** Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the development of the range of skills, knowledge and attributes needed to succeed in learning, life and work.

**Attainment gap-** The Scottish education system works well for most children and young people, who make good progress in their learning. However, there is still a gap between the progress which is made between those living in Scotland's most and least deprived areas. Many children and young people living in our most deprived communities, do significantly worse at all levels of the education system than those from our least deprived communities. This is often referred to as the 'attainment gap'.

**Care plan-** A plan that will help all staff working with children to think about the needs of a child or young person.

**The Curriculum-** This quality indicator relates to how well the curriculum supports children and young people to make progress in key aspects of their learning and development. It also focuses on the quality of the curriculum across stages and at key transition stages.

**Curriculum for Excellence (CfE)-** Often shortened to CfE, Curriculum for Excellence is the curriculum in Scotland for all children and young people aged 3-18.

**Co-operative groups-**Children work together to help one another learn, complete tasks, take turns and share.

**Datazone-** Datazones are small geographical areas of Scotland. They have an average population of between 500 and 1,000 residents and contain households with similar social characteristics. They sit within local authority boundaries and, where possible, respect physical boundaries and natural communities. The Scottish Index of Multiple Deprivation (SIMD) identifies the concentration of deprivation within each datazone. Datazones may be grouped according to concentration of deprivation.

See also **Scottish Index of Multiple Deprivation.**

**Deprivation** -Not having something that a person needs or people need. There are many different types of deprivation and people can experience more than one type of deprivation at a time.

**The Scottish Index of Multiple Deprivation** considers deprivation by looking at income, employment, health, education, housing, access to services and levels of crime in an area.

**Depth (of learning)-** Experiences are planned and organised to offer opportunities to extend skills and understanding

**Early Learning and Childcare (ELC)** -Early learning and childcare encompasses all previous terminology related to pre-school provision and early education. It refers to different types of provision which care for and educate young children. It includes nursery schools and classes, family and pre-5 centres, community nurseries, playgroups and childminders. The term was introduced in the Children and Young People (Scotland) Act (2014).

**Enterprising (approaches to learning)**-These encourage all children and young people to learn and develop in ways that meet their needs and develop skills for learning, skills for life and skills for work.

**Free school meals**- In accordance with Scottish Government legislation, pupils from low-income families are entitled to free school meals.

**Full-time equivalent (FTE)**- Full-time equivalent is used to describe the amount of a resource available. The number of teachers in a school may be expressed as 45.5 FTE and may be made up by 44 full time teachers and 3 teachers who work for half a week. FTE can also be used for example, to describe the places available in an early learning and childcare setting. A 40 FTE setting may take 20 children attending full-time and another 40 attending for half of the week each.

**Health and wellbeing**- In this curriculum area, children and young people will learn about: mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse; relationships; and sexual health and parenthood.

**Improvements in Performance (QI)**- This quality indicator relates to the overall performance of the early learning and childcare (ELC) setting or school and how well children and young people are making progress in their learning. It also relates to how well the ELC or school is making improvements for learners, and considers how well it celebrates children's and young people's achievements.

**Improvements through self-evaluation (QI)**- This quality indicator relates to the quality of the early learning and childcare (ELC) setting or school's arrangements for improvement. It evaluates how well the ELC or school staff identify what they need to improve and their arrangements for ensuring their actions improve outcomes for children and young people. It also highlights how well the ELC or school gathers and responds to the views of children, parents and other partners. It also relates to how well the ELC or school tracks children's progress in their learning.

**Information and Communications Technology (ICT)** - Computers, games consoles, digital/video cameras, programmable toys and phone technology.

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

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

**Literacy-** The ability to communicate by reading, writing, and listening and talking.  
**Reading -** The ability to understand and interpret ideas, opinions and information presented in texts. It includes handling information to make reasoned and informed decisions.

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

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

**Mark-making** An early stage in the process of learning to write and draw.

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

**Moderation/ Moderating progress-** Helps raise standards, expectations and consistency of learning and progress in schools.

**Numeracy-** The ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts, and results.  
Number processes means solving problems that can happen in everyday life through: carrying out calculations involving addition, subtraction, multiplication, and division; using whole numbers, fractions, decimal fractions and percentages; making informed decisions based on the results of these calculations; understanding these results.

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

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

**Outcomes-** What children can achieve in the eight areas of the curriculum

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

**Pupil Census-** The pupil census is collected from local authorities annually in September. It collects information on pupils attending local authority and grant-aided mainstream schools in Scotland.

**Quality Indicators (QI)** -Used by schools, Local Authorities and HM inspectors to consider what is going well and what needs to be improved.

**Scottish Index of Multiple Deprivation (SIMD)-** The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows policies and funding to be put in place to tackle issues associated with multiple deprivation. Small geographical areas called datazones are ordered by the concentration of multiple deprivation. This is based on an assessment of income, employment, health, education, housing, access to services and levels of crime in the area.

**Teacher professional judgement-** Teachers make professional judgements about children and young people's progress and achievement on an on-going basis.

Teachers make their professional judgements by considering all of the evidence gathered during the on-going assessment of children and young people's learning. This may include observations of learners at work, evidence of children's knowledge and understanding gathered by talking to them about their learning, and assessment of the work they produce in class. It may also include more formal assessment evidence such as results of standardised assessments.

Teachers of children and young people in P1, P4, P7 and S3 in Scotland, are now asked to use the evidence they have about pupils' progress to decide which level of Curriculum for Excellence they have achieved. This is known as 'teacher professional judgement of achievement of a level'.

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

### **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.*