

Contents

Contents	1
School aims and values	5
Service Pledges	6
Standards and expectations.....	6
About our school.....	8
School staff	8
Other staff in the school	9
School information	10
School roll.....	10
School day	11
School year	12
School in-service days	12
School dress.....	14
Registration and Enrolment.....	16
Induction procedures for pupils starting school and their parents	17
Class Organisation	17
Assessment and reporting	18
Tracking learners' progress.....	18
Reporting.....	18
Profiles.....	18
Summary of the School Improvement Plan.....	19
Strategic actions	19
School aims	19
Improvement objectives	19
The Scottish Attainment Challenge.....	21
Transfer to secondary school	21
Car Parking	22
Care and welfare	22
School security	22
Contact procedures.....	22
Attendance and absence	23
Attendance and absence data.....	24

Mobile phones.....	24
School security	25
Bullying.....	25
Safeguarding including Child protection	26
School meals	26
School transport.....	27
Pick-up Points.....	27
Placing Requests.....	27
Assisted support needs.....	28
Playground supervision	28
Pupils leaving school premises at breaks	28
Equalities	28
Medical and health care.....	29
Religious Observance.....	29
Behaviour and discipline	30
Wet weather arrangements.....	33
Curriculum matters	34
School curriculum.....	34
Curriculum for Excellence	34
The Learner’s Journey	35
Subjects.....	36
Our approach to literacy, numeracy and health and well-being	37
Getting it right for every child (GIRFEC)	42
Additional support for learning	43
Inclusion.....	43
Support	44
Universal support	44
Targeted support.....	44
Educational Psychology Service.....	45
Health and Wellbeing Education	45
Specialist support service – teachers teaching in more than one school.....	47
Homework	48
Developing the Young Workforce.....	48
Extra-curricular activities.....	49
Home school community links	51

Parental Involvement.....	51
Home School Links.....	53
Pupil council	54
Community links	54
School lets	56
Other Useful Information	56
Listening to learn - complaints, comments and suggestions.....	56
Data protection	57
Information in Emergencies	57
Important Contacts	58
Websites.....	59
Glossary	60
Parent feedback	61
Tell us what you think	62

Welcome from the head teacher

Dear Parents / Carers,

Welcome to Arkleston Primary School. We are looking forward to working with you over the course of your child's primary education.

You are the first and most important educator of your child and have great influence over his or her thinking and development. Together, we can help to equip your child with the necessary skills for learning, life and work, supporting them as they discover more about themselves and their capabilities.

Our staff are experienced and professional. They are committed to providing a safe, caring and supportive learning environment. Links with our cluster establishments ensure that we see the education of children as a continuous process.

With your encouragement, help and cooperation we will do our best to ensure that your child benefits fully from the experiences offered at Arkleston Primary School. We have designed experiences that will help your child to learn and develop the skills required to be a citizen of Renfrew, Scotland and the World. Citizens of today, who can become the leaders of tomorrow.

We strive to provide you with as much information as possible about the life of our school and we hope that you find this handbook interesting and informative. You can also find out more about our work on Twitter @ArklestonSchool.

During these unusual times, we have had to adapt and change many of our approaches for the safety and wellbeing of staff and pupils. Together, we will face the challenges of the future, whatever they may be.

Should you require further information please do not hesitate to contact me.

Yours sincerely



Carolyn Crawford

Head Teacher



School aims and values

Success * Teamwork * Attitude * Respect

We aim to live and breathe our values by creating an environment that is:

S – Safe
Protecting everyone from abuse, neglect or harm

H – Happy and Healthy
Helping everyone to fulfil their potential

I – Inclusive
Allowing everyone to play an active part in their learning

N – Nurturing
Ensuring everyone thrives

E – Equitable
Treating everyone fairly, in accordance with their level of need

Success * Teamwork * Attitude * Respect

Our school values:

S – Success
Achieving success both in and out of school

T – Team
Everyone playing their part to achieve our vision

A – Attitude
Being the best you can be in all areas of life

R – Respect
Showing respect through our actions. (Respecting the rights of the child)

The more we learn, the brighter we shine

Service Pledges

Standards and expectations

We will:

- offer all children and young people in our catchment area a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support and encouragement for parents to be involved in school life;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age.

Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

You can also expect us to:

- provide a formal written report on your child's progress;
- provide an annual report on progress within the school improvement plan;
- give you an opportunity to have a formal meeting with your child's class teacher or teachers;
- strive to meet your child's needs.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

The Act uses the broadly framed definition of 'parent' set out in the 1980 Act. This is as follows:

“Parent” includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section (13) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person;

This is a wide definition which might, by way of example, include:

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

Everyone who is a parent, as defined in terms of the 1980 Act, has rights under the Act. This includes the right to receive advice and information about their child’s education, general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual’s exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

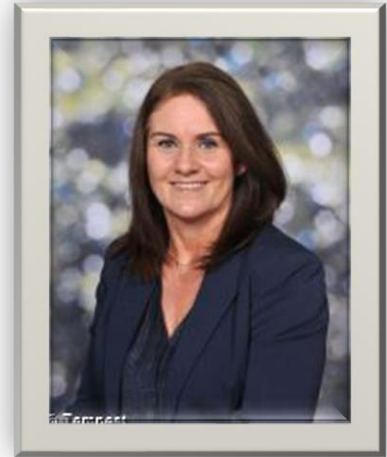
About our school

School staff

Ms C Crawford, Head Teacher

Remit includes responsibility for:

- Overall running of the school;
- Pastoral care of all staff;
- Literacy and English Coordinator;
- Safe citizens, respectful and responsible citizens;
- Devolved management of resources;
- Primary / secondary transition;
- Raising attainment;
- Student and volunteer support;
- CPD Coordinator;
- Pastoral care and pupil support for P5-7.



Mr D Bonnar, Depute Head Teacher

Remit includes responsibility for:

- Deputising for Head Teacher;
- Mathematics and Numeracy Coordinator;
- ICT and Technologies Coordinator;
- Achieving Citizens;
- ASN Coordinator;
- Data Coordinator;
- Nursery/Primary Transition;
- Management of CA/ASNA staff;
- Pastoral care and pupil support P1-3.



Mrs S Kajla, Principal Teacher

Remit includes responsibility for:

- Rights respecting school coordinator;
- Nurture coordinator;
- Quiet assemblies;
- Curriculum development for nurtured and included citizens;



Teachers

- Mrs L McManus
- Mrs K Reid
- Miss V Clark
- Miss L Byrne
- Mrs M Mitchell
- Miss L Miller
- Mrs J Sinclair
- Miss L McColl
- Mrs I de Pellette
- Mrs L Farrell
- Mrs A Sinclair
- Mrs S Kajla

Other staff in the school

- Mrs J Clannachan Service Delivery Officer
- Mrs D MacDonald Team Leader
- Mrs A Richardson Senior Clerical Officer
- Mrs K Burns Clerical/Administrative Assistant
- Miss M Black Classroom Assistant
- Mrs C Bain Classroom Assistant
- Mrs H Liddle Classroom Assistant
- Miss M Brown Classroom Assistant
- Mrs L Stewart ASNA
- Mrs L Craig ASNA
- Mr R McCall Senior facilities Operatives
- Mrs C Barr Senior facilities Operatives
- Mrs J Thomson Facilities Operative
- Mrs C Doherty Facilities Operative

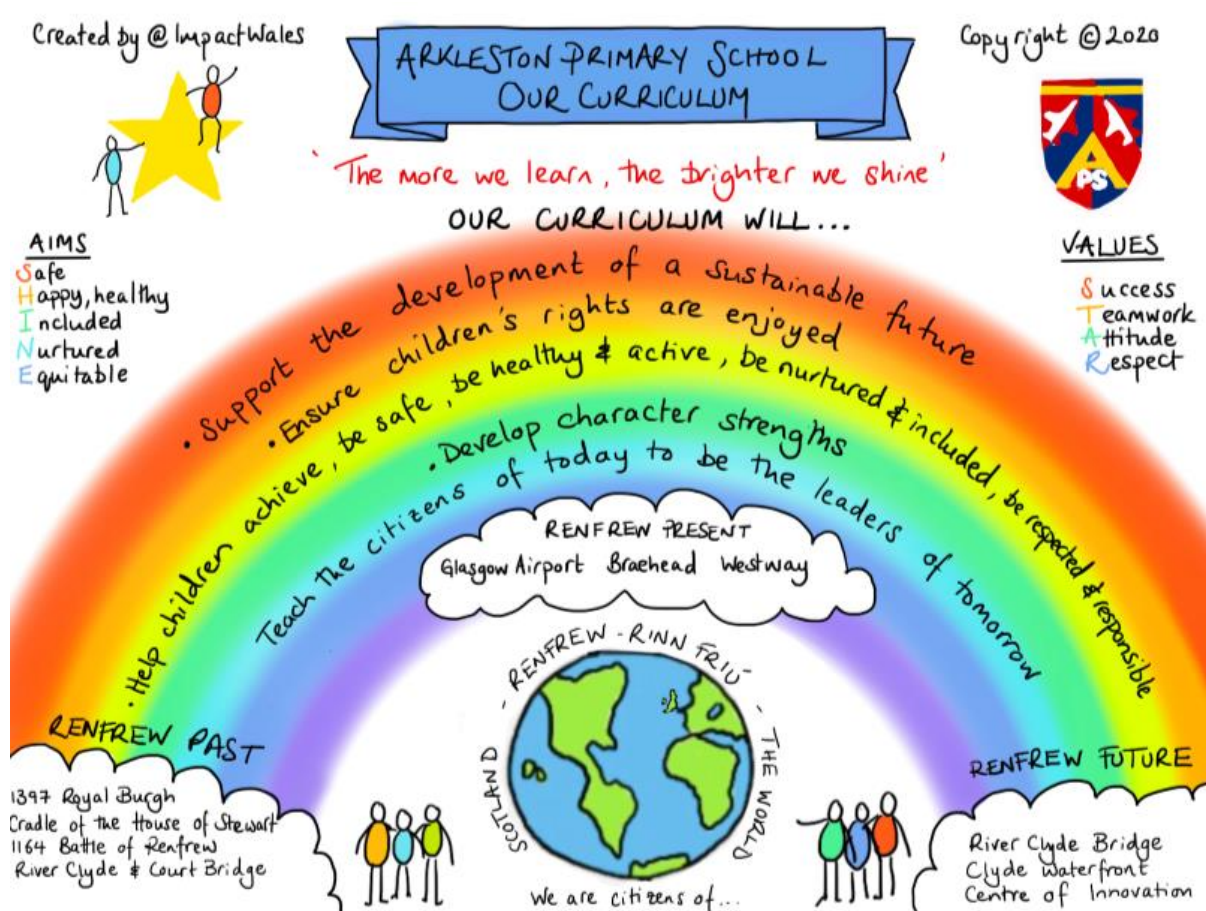
Visiting Specialists

- Dr M Aikman School Community Paediatrician
- Mrs C Jones Public Health Nurse
- Mr P Harrison Home Link Worker
- Mrs H Douglas English-additional language support
- Mrs L Thomson Primary/Secondary Transition Teacher

- Ms K Forrest Educational Psychologist
- Mrs J Barron Woodwind Instructor
- Mr B Hawthorne Chaplain

School information

Arkleston Primary School is a non-denominational, co-educational, community school in the Renfrew area. Built in 1972, it has a proud history, serving the local community with a desire to help our children be the best that they can be. Preparing the children of today to be the citizens of tomorrow



School roll

Our current school roll is 278.

School day

Primary 1 pupils attend school on a full-time basis from their second day. We have a staggered entry at 9.30am on day 1, with pick-up anytime from 2.30pm onwards.

School day runs from	09:00 – 15:00
Morning interval	10:30 – 10:45
Lunch break	12:15 – 13:00
Afternoon session	13:00 – 15:00

Due to COVID restrictions we are currently operating staggered entry/exit, breaks and lunches, so these times may vary if required.

School year

First Term	Return date for Teachers	Thursday 12 August 2021 (IS)
	In-service Day	Friday 13 August 2021 (IS)
	Schools re-open	Monday 16 August 2021
	September Weekend	Friday 24 September 2021 and Monday 27 September 2021 (inclusive)
	Schools re-open	Tuesday 28 September 2021
	October holiday (schools closed)	Monday 11 October 2021 to Friday 15 October 2021 (inclusive)
	Return date for Teachers	Monday 18 October 2021 (IS)
	Schools re-open	Tuesday 19 October 2021
	St Andrew's Day	Tuesday 30 November 2021
	Schools re-open	Wednesday 01 December 2021
	Last day of session	Wednesday 22 December 2021
	Christmas / New Year Schools closed	Thursday 23 December 2021 to Wednesday 05 January 2022 (inclusive)
Second Term	Schools re-open	Thursday 06 January 2022
	Mid-term break	Monday 14 February 2022 to Tuesday 15 February 2022 (inclusive)
	Return date for Teachers	Wednesday 16 February 2022 (IS)
	Schools re-open	Thursday 17 February 2022
	Spring Holiday Schools closed	Monday 04 April 2022 to Monday 18 April 2022 (inclusive)
Third Term	Schools re-open	Tuesday 19 April 2022
	May Day	Monday 02 May 2022
	In-service Day	Thursday 05 May 2022 (IS)
	Schools re-open	Friday 06 May 2022
	Local holiday (schools closed)	Friday 27 May 2022 and Monday 30 May 2022 (will move to first week in June if approved by elected members)
	Schools re-open	Tuesday 31 May 2022 (will be removed if change to public holiday dates approved by elected members)
	Queen's jubilee (schools closed)	Wednesday 01 June to Friday 03 June 2022 (subject to approval by elected members)
	Schools re-open	Monday 06 June 2022 (subject to approval by elected members)
	Last day of session	Wednesday 29 June 2022

Teachers return Friday 12 August 2022

School in-service days

- Thursday 12 August 2021
- Friday 13 August 2021

- Monday 18 October 2021
- Wednesday 16 February 2022
- Thursday 05 May 2022

School dress

Renfrewshire Council encourages each school to adopt a dress code and for any proposed changes to be discussed with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos and community spirit, and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:

<http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Information and application forms for free school meals are available from schools, registration offices and customer service centres. A form can be downloaded from the council's website: <http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.



There are many stockists for our badged items within the Renfrewshire area.

Pupils are encouraged to wear recognised school uniform. We are currently operating a more relaxed uniform policy to reflect the conditions we are working under. Children may wear sportswear each day in school colours, to facilitate increased activity outdoors and outdoor learning.

V neck sweatshirt	Royal blue available with school logo
Crew neck sweatshirt	Royal blue available with school logo
V neck cardigan	Royal blue available with school logo
Polo shirt	Pale blue or white
Trousers / skirt / pinafore (Leggings are not school uniform)	Grey (not black)
Shirt / blouse	White or blue
Summer dress (if desired)	Blue and white checks
Fleece	Royal blue available with school logo
Blazer (if desired)	Inverness blue available from PA (if desired)
Rain jacket	Navy blue available with school logo from PA (if desired)
PE kit	White or pale blue t-shirt and blue shorts, grey or royal blue joggers or leggings

	Arkleston branded sports tops https://vsnsport.co.uk/arkleston-primary/ The shop will be open again in the new year for further orders Velcro trainers
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PE kit comprises of shorts (not baggy Bermuda shorts, which catch easily on equipment), t-shirt and soft shoes. In the interests of safety and hygiene Renfrewshire School Policy suggests that **no jewellery is permitted to be worn during PE lessons**. Pupils will not be allowed to participate in activities whilst wearing earrings, unless parents take the responsibility for covering these up. Staff are not permitted to cover earrings. When ears have been newly pierced, they should be removed before taking part in PE activities. We strongly recommend that children wait until the summer holidays to have their ears pierced.

Children who do not bring their PE kit or are unable to take part for other reasons will support the work of the class by taking on a variety of roles such as resource manager, time keeper and success monitor. We have a small supply of additional shorts and shoes which can be used in an emergency. Children are not permitted to take PE in socks, so if they do not have PE shoes then they will be asked to participate in their bare feet.

Learning can take place in many of the environments in and around the school activities and it is important that pupils are suitably dressed in order to participate fully in all. It is therefore helpful if children have access to a waterproof jacket on a daily basis. Children can wear leggings / jogging bottoms and a sweatshirt on an outdoor PE day. Fashion clothing is not recommended as outdoor activities will take place as long as the weather is not overly inclement which may result in water splashes on clothing.

Each session our Parent Council very kindly supply each Primary 1 pupil with a school book bag, which has the school badge on the front.

Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website www.renfrewshire.gov.uk. It is normally in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website www.renfrewshire.gov.uk. It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Unfortunately, we will not be able to hold any tours of the school this year. Information about our school can be found on our school website and Twitter feed.

Induction procedures for pupils starting school and their parents

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Infants due to start school in August are officially invited to the school for two induction days in May/June, a Trial Lunch date and an invitation to Sports Day and School Disco. This will give the children an opportunity to spend time in their classroom, meet their teachers and their future classmates. At the same time parents are given guidance on how to prepare their children for school. Much of the advice will be of a practical nature and will outline the school routines your child will experience when they start. These are often the most difficult for children who are used to eating, drinking and going to the toilet according to the routines at home / nursery. Most children very quickly adapt. If there are any concerns, a member of staff will discuss these with you.

We have strong links with our feeder nurseries, which help to make the transition from nursery to Primary 1 as smooth as possible for your child. The nursery school profile gives us valuable information about your child as a learner and helps us to provide the best possible start for his / her school career.

Our feeder nurseries are offered the opportunity to join us for a number of key events throughout the session providing children with a chance to visit the school prior to their official induction days.

Our Primary 6 pupils take on the responsibility of budding out new Primary 1 children. Prior to the children starting school, the Primary 6 children take part in work experience opportunities within some of our feeder establishments. This helps them to develop the skills necessary to carry out their role effectively.

The skills your child has acquired in nursery will be developed further and built upon throughout their school career. These are taken from the experiences and outcomes outlined in the Curriculum for Excellence.

Most children will be secure in the work of the Curriculum for Excellence at Early Level by the end of Primary 1, if not before.

We look forward to meeting our new parents and children at our induction events.

Class Organisation

We currently have the following class structures:

P1 P2/1 P2 P3/2 P3 P4 P5A P5B P6 P7A P7B

Assessment and reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement. This information will be shared with you and your child at the two target setting meetings in October and January. These are currently taking the form of phone calls, due to restrictions.

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations. Regular updates on progress is available by registering to access your child's SEESAW account. Information available via the school office.

Profiles

Profiles will be used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. Your child's SEESAW account provides a profile of their learning over time.

Summary of the School Improvement Plan

Strategic actions

- Ensuring staff and children feel safe and secure in school
- Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy
- To ensure effective use of data and evidence to plan for closing the attainment gap

School aims

Improvement objectives

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to develop our literacy approaches with the implementation of phonics reading books for P1 children and graphic novels for struggling readers in P6 and P7. Use IDL across the school to target individual children requiring support with literacy development.
- Develop our approaches to the teaching of character by connecting our language of character strengths to our values.
- Continue to develop our nurturing approaches to support the health and wellbeing of children.
- Continue with the implementation of our new curriculum and look for greater opportunities to work in partnership with parents and partners.

Quality indicators

School Leadership

- All teaching staff have developed their approaches in order to deliver new learning online using SEESAW and Teams and worked with the support of classroom assistants and ASNA's to meet the needs of learners.
- All teaching staff have leadership time within their working time agreement and use this to support and develop the work of the school in areas such as nurture and children's rights.
- One member of SMT participated in Renfrewshire's Aspiring Leadership Training Programme, developing their knowledge, skills and capacity to lead and deliver school improvement effectively.
- Pupil leadership opportunities have been limited this session but- those involved have supported the work of the rights group in working towards our Gold Flag Reaccreditation.

Teacher Professionalism

- P1 staff attended an Alistair Bryce-Clegg CPD event this session related to play pedagogy and the Early Level experience and have implemented many of the ideas with the children in Base 2. This builds on previous work completed with staff working alongside Dierdre Grogan from Strathclyde University.
- Teachers have worked collaboratively at stage level to develop and create activities to support the ideologies of our new curriculum content. These have introduced pupils to the rich history of their town and there is scope for bridging projects with pre-school and secondary education in the future.
- STEM planners and stage packs have been created, connecting disciplines and Es & Os.
- Our Principal Teacher has set up connections with other schools in our local community, nationally and internationally. Teachers and pupils using these links to enhance learning opportunities developed in our new curriculum planners. These are regularly being updated to reflect new initiatives.

Parental Engagement

- SEESAW has proved to be invaluable in engaging parents with their child's learning, with parents able to see tasks set and evidence of tasks completed. Parents can communicate directly with the teacher or SMT, to discuss any issues, concerns or worries. Since we started using it we have had 52,953 visits from parents.
- Parents are aware of their child's learning targets and character strengths in key areas through the termly PLPs. They can discuss these during our parents' phone call sessions and through comments on SEESAW.
- Our termly newsletter, aligns with children's rights, conveys important developments, celebrates achievements, and takes account of pupil's views on a range of topics across the school.
- We were able to hold a few virtual Meet the Teacher Sessions and Base Assemblies early in the session and Whole School Assemblies were shared with parents during lockdown. This allowed parents to engage with the ongoing life of the school.

Assessment of Children's Progress

- Previously our attainment has improved in almost all measures and is in line with and in places above our comparator schools within and out with the authority. We are now looking at the gaps that have arisen following lockdown and addressing these to return to our previous levels of attainment.
- A wide range of AifL strategies are used to support learning and assessment including regular opportunities for peer and self-assessment.
- Teachers continue to take part in assessment and moderation activities, this year they have moderated reading across the school.

School Improvement

- Microsoft Forms and One Note allow all stake holders to share their views on the work of the school
- We work in partnership with our local authority Education Manager to self-evaluate leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement. This has helped us to showcase our strengths and identify areas for improvement.
- Teaching staff and pupils use the language of How Good is Our School to regularly reflect on the work of the school in four key areas

Performance Information

- Members of the senior management team meet with teachers to discuss children's progress. We have revised these tracking meetings to ensure there is a greater focus on supporting learners and tackling attainment gaps identified. Class teachers are able to update trackers online at any point which ensures a fluid and true reflection of pupil progress.
- Data gathered during lockdown allowed us to provide targeted support to children returning to school.
- Summative assessment data, alongside teacher judgement data, provides us with a clear picture of a child's progress, allowing us to identify supports and interventions required.

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

The Pupil Equity Fund (PEF) is being provided as part of the £750 million Attainment Scotland Fund which will be invested over 2016-2021. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head-teacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

Transfer to secondary school

Pupils normally transfer to secondary school between eleven and a half and twelve and a half years-of-age, so that they will have the opportunity to complete at least four years of

secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Arkleston Primary School is an associated primary school of Renfrew High School

Head teacher: Billy Burke

Telephone: 03003001414

Car Parking

Two dedicated parking spaces have been created to ease access for people with disabilities. Please do not use this space/these spaces without authorisation.

Parents dropping children off or collecting children in the normal course of the school day should use the car park across from the main entrance of the school or Tesco car park. Parents are not permitted to park within the school grounds during drop off and pick up times. Those requiring access to the car park for medical reasons should speak to the Head Teacher directly and a parking permit will be issued.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure children are safe, happy and able to benefit from the educational opportunities we offer.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Contact procedures

If a child is absent from school, parents are required to phone or email the school office by **9.15 am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately.

If an absence is planned, please inform the head teacher in writing. If a child requires to depart early for any reason the school office must be notified in advance. No child will be permitted to leave early unless collected by an authorised adult. If at the end of the school day, for any reason, a child is not collected at his/her usual meeting place he/she must return to the building and report to the office immediately. Please ensure that your child understands this

arrangement.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the education authority has legal powers to write to, interview, or refer pupils to the Reporter to the Children's Panel, if necessary.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Children are marked as being late on the register when they arrive after 09:10.

Please contact the school immediately to discuss any extenuating circumstances that may affect your child's attendance or punctuality.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations. Please discuss your plans with the head teacher before the holiday. Absence approved by the head teacher on this basis is regarded as authorised absence. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. The education authority, however, has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Attendance and absence data

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

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4, no information is given and ***** is inserted in place of the figures. The authority's and Scotland's figures include all education and grant aided primary schools, but exclude all special schools. Our school average for last session was 94.7% and this figure is used as the current baseline.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.

- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Bullying

Renfrewshire Council has an anti-bullying policy which was developed in consultation with pupils, parents and staff. The policy provides guidance on the prevention, identification and management of bullying – both the bullying behaviour and the impact it has.

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. This information is embedded in our Better Behaviour, Better Learning, Better Relationships policy. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed.

As a UNICEF Gold Rights Respecting School, we treat all incidents of children feeling unhappy because of the actions of others seriously and in line with our policies.

Safeguarding including Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "it's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines in place to make sure that all staff receive training each year and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and radicalisation. Staff ensure the wellbeing of children they come into contact with and work closely with other agencies to protect children and keep them safe. All school staff must report any concerns they have about the welfare of children.

School meals

All Primary 1 – Primary 3 children are automatically entitled to a free school meal. Children from P4-7 must apply for free school meals annually.

Children of parents receiving certain benefits, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website:

<http://www.renfrewshire.gov.uk/schoolmeals>

Children who are also entitled to free school meals are entitled to free milk at lunchtime. Milk may also be on sale in the school during the lunch period.

All schools in Renfrewshire offer a nutritionally balanced, healthy meal for your child each school day. Many studies have shown a strong link between a healthy diet and concentration.

The Renfrewshire Council school meals website provides details of these daily choices. The website also offers delicious recipes of some of the pupil's favourites and provides information on upcoming events and theme days.



Primary 1 enjoying their lunch

All parents will be given sign up information for our Parent Pay system. Children use the school meal selector website in their class each day to choose their options. If your child has any special dietary requirements or allergies, it is important that we have this information in order to ensure your child's needs are met. Children who wish to use the Breakfast Club will require to have money in their account before making a purchase.

For safety reasons, glass bottles and hot drinks are not permitted as part of a packed lunch.

Water coolers are cited in the dining hall, the main office, P3- P5 corridor and P5-P7 corridor. Pupils may fill up their water bottles at playtime and lunchtime from the coolers adjacent to their classroom. Bottles should be plastic or metal and have a sports cap. Bottles should not be filled with fizzy or diluting juice and should be labelled with your child's name and class.

Catering Service operate a Breakfast Club within the school from 08:15 – 08:45 each morning. It is supervised by support staff. Children are allowed to go to the playground at 08:45. This is a come as you wish service and does not require prior booking.

Children are currently eating in their classrooms with only P1 accessing the dining hall.

School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or Children's Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances, the Director of Children's Services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pick-up Points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point, but this should not exceed the authority's agreed limit of 1.6 kilometres (1 mile).

It is the parent's responsibility to make sure that their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Assisted support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their Additional Support Needs. We also provide seat belt and wheelchair restraints needed to transport pupils.

Playground supervision

An adult presence is provided in playgrounds at break times, as required by law.

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take and includes taking reasonable care of pupils' safety during intervals and lunchtimes, where they are engaged with them.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunch times when they are going home for lunch, with their parents' agreement. Parents should encourage their children to follow these rules in the interests of safety.

Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Medical and health care

Medical examinations are carried out at various times during a child's primary school years. As parents, you will be given notice of these and encouraged to attend, except for vision and hearing tests and dental examinations. Parents will be told about any recommended action or treatment. All examinations are carried out by NHS Greater Glasgow and Clyde.

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider(s). If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. It is very important that the school has up to date contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be current, and the school notified of any changes. We will not send children home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

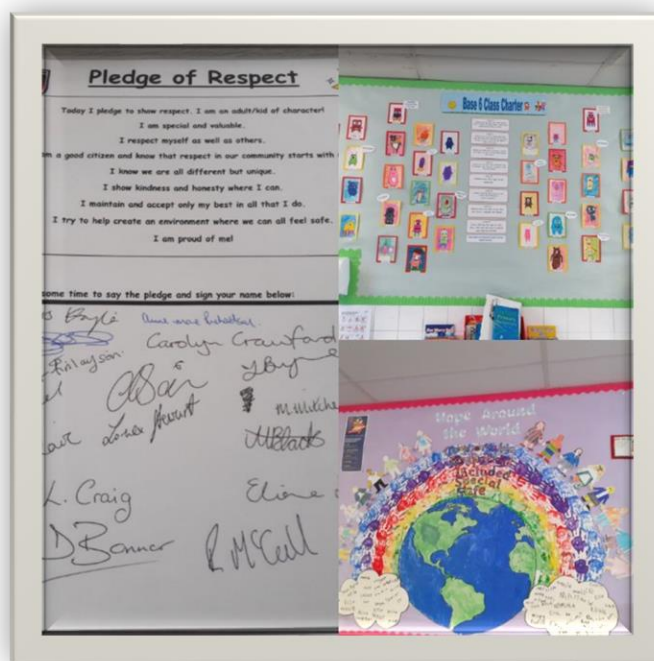
Religious Observance

Mr B Hawthorn assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.

Behaviour and discipline

At Arkleston Primary School we respect the rights of children to receive an education and believe that a positive school ethos which has children's rights at its core is the foundation for ensuring greater respect in our school. This allows children to make the most of the opportunities they are given in their learning and in turn fosters positive relationships across the school.



We create our class charters to identify the rights that are important to us

In getting it right for every learner is vital that there is shared accountability amongst all staff for ensuring that children's rights are respected when dealing with behavioural and discipline issues. Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

Within CfE all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community.

The majority of children are able to adhere to the values of the school on a daily basis with little or no support. 40% of children demonstrate low-medium level behavioural need, with 7% presenting challenging behaviour needs on a frequent basis. We are aware that children face challenges in their lives that prevent them from making the most of the opportunities they are given. These may include:

- Health Problems
- Emotional Disturbances
- Poor Attachment
- Change
- Mental Delays
- Natural Skill Deficits
- Developmental Delay

- Disabilities
- Inappropriate expectations for age/developmental level
- Stress
- Family

Some or all of these can affect a child's behaviour in school. Our 'Good to be Green' system was implemented in August 2015 following consultation with our partners in order to reward and support all children and is amended in 2017 and 2019 following feedback from parents.

Classroom Management

A Green Chart is displayed in each classroom. Each child is allocated a number and a green card. When a child struggles to uphold the school values and/or their class charter they will be given a warning and this will affect the position and colour of their card:

At the end of each day all cards will go back to the first position.

If a child attends reflection 3 times then a letter will be sent home in their diary. Please sign this and return to school to arrange a time to discuss this matter in person or via telephone. If a child attends reflection 6 times then a second letter will be sent home and the child's green card will be removed. The child will then be put on a target sheet. Targets will focus on improving behaviour in the areas identified in reflection. Once they can achieve their targets, the child will gain back their green card and return to the system.

A child continuing to struggle with their behaviour will be referred to the school ASN Coordinator.

All classes use the Green Chart as their main behaviour system, but classes may supplement it with in class rewards. Information is gathered every four weeks and if your child has had a consequence card, you will be sent a message via SEESAW. Children who have had no more than one yellow card at the end of the month, earn an extra playtime.

Rewards

Children are rewarded regularly with praise from their teacher, peers and other members of staff when they demonstrate a school value. Stickers and stampers are used to praise children's work on an ongoing basis.

At the end of each day, all children who have remained on green will receive a tick on their class record sheet. Each tick is worth 20 points. Certificates will be awarded when a child reaches the following markers:

Silver Award	700 points
Gold Award	1400 points
Super Gold Award	2100 points
Platinum Award	2800 points
Diamond Award	3500 points

E.g. Over the course of 7 weeks a child upholding our school values and their class charter would achieve their first certificate.

A stepped programme has been created in order to give children as many opportunities as possible to change identified behaviours e.g.

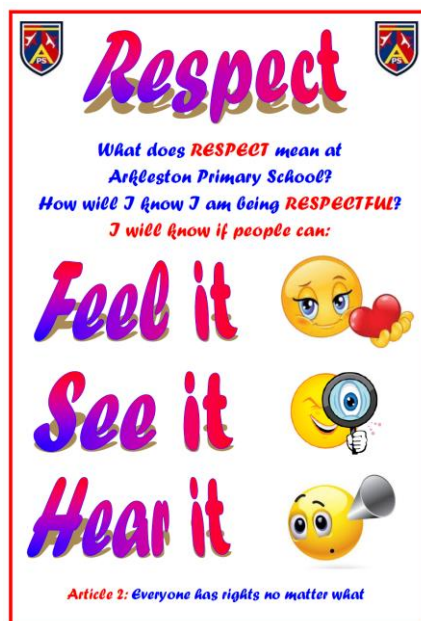
- talking back in class = a verbal warning explaining why this behaviour is unacceptable;
- If this behaviour did not stop then a second warning can be given outlining the consequences should it continue, turn their Green Card ;
- Next step would be to deduct Dojos or Yellow Card turn;
- Move child within class, turn Yellow Card;
- Move child out with class; and
- Red Card or Reflection Exercise (this involves a restorative conversation with a member of staff at playtime)

For most children these steps create a change to the behaviour. In some instances this may not be the case and several visits to reflection may be required in order to facilitate change. Should this not happen SMT would become involved. Our system is based on equity, which means that it adapts to the needs of the children. Blanket consequences for all children are not appropriate. We take into account your child's capability as a baseline and expectations are then made based on this. What is right for one child is not always right for everyone. Our staff and children appreciate that as all children are different, our scheme, whilst giving us a core standard, needs to be flexible to support all children in improving their basic standards of behaviour.

For some children, extra support may be required from time to time. We make good use of our Home-School Link Worker. Mr Harrison works closely with parents to help support children and families who are experiencing short or long term difficulties. If you want to know more about this service, please contact the school.

We have found that the behaviour of many of our pupils changes when they face changes within the family unit. This may be a death in the family, separation or divorce, move of house, new addition to the family or family illness. We have many restorative practices to support children when they need it, including Seasons for Growth, Lego Therapy, Therapet and Art Therapy. Please let us know if there is anything that may impact on your child achieving their full potential at school.

We focus on being a respectful school community and this helps us to ensure that all interactions are positive. We have created a simple reminder for everyone, which helps to focus our thinking on respect.



Houses

We have four houses in our school. These are:

Britannia
Hercules
Viscount
Trident

Our houses are named after aircraft as a reminder of our school heritage and history.

Children and staff are allocated a house on entry to the school.

P7 each year have the opportunity to apply for the posts of House Captain or Vice-Captain. This is done through interview process. House Captains and Vice Captains support children at school events.

Children can earn points throughout the session during events. We are currently leading virtual assemblies each week and 2 children per class have the opportunity to earn 25 points each for demonstrating our school values. Once a house reaches 500 points, they earn a Come As You Please for their house. Points are collated and the winning house receives the House Cup in June.

Wet weather arrangements

Much of our learning in school takes place outdoors and we would ask that children are dressed appropriately for taking part in activities regardless of the weather e.g. waterproof jacket with a hood and suitable footwear. If the weather is particularly poor, pupils will be allowed to remain in their classrooms at morning break and lunchtime, where they will be allowed to have their snacks / lunch. Children who have ordered lunch from the dining hall will be taken there at the beginning of the lunch session. Support Staff, the Janitor and Senior Management Team provide a presence around the school during wet lunches. Classes will have items that the pupils may use during this time e.g. library books, newsprint booklets, games etc. If you have any games / jigsaws that you have finished with, these can be sent in for use at wet intervals.

At the moment we are spending a great deal of time outdoors as part of our risk assessment.

Curriculum matters

School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2020 sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

Curriculum for Excellence

Children are encouraged to be active participants in their learning and set high, realistic targets for their learning. P1 have adopted the Play Pedagogy Approach in line with recommendations from Strathclyde University. The changing philosophy is based on the principles of active learning; increasing children's choices, creating more personalised learning pathways and ensuring teachers provide an appropriate level of educational challenge for children. At its core, the new model aims to support teachers to tailor the pedagogy used in primary one more explicitly to the way young children learn. Staff make use of a teaching table to withdraw children from their play experiences, to provide small group or one-to-one instruction.

Following a whole school approach to developing our practices, all staff have adopted active approaches to learning, which support children in being independent, creative thinkers.

At the start of each term, children and staff reflect on prior learning and the skills and knowledge that they have developed through the work they have done. Before planning for the term ahead, the teacher will discuss with the class, what they know, what they would like to know and how they would like to find this out. By doing so, the teacher includes the children at the very beginning of the planning process ensuring they have ownership of their learning.

At the start of each lesson the teacher will share with the children what they are going to learn and how they will know they have been successful. These are known as learning intentions and success criteria. Children can be involved in creating the success criteria for a lesson and use a rubric to demonstrate varying degrees of success.

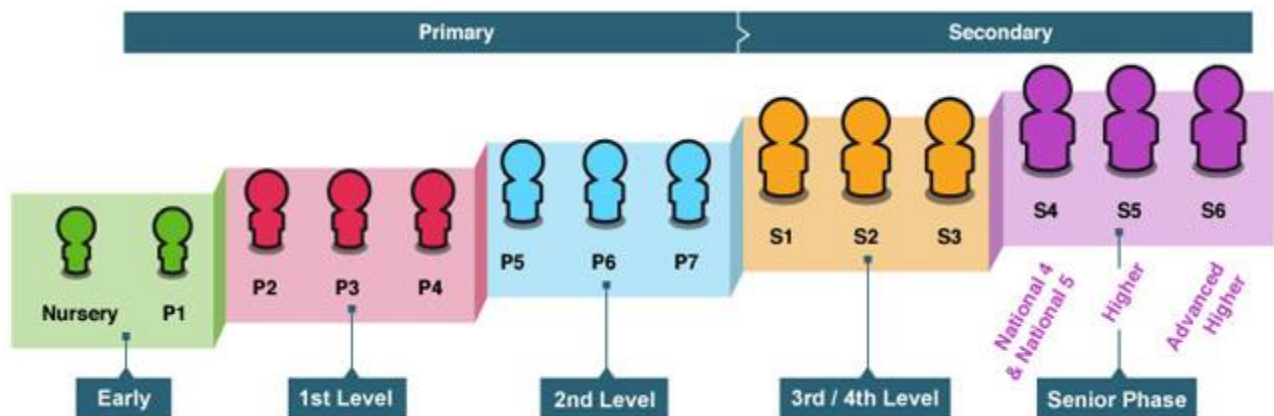
Much of the marking in a classroom is verbal (don't worry if every page in every jotter is not marked) and involves purposeful dialogue with the teacher about your child's strengths and areas for development.

Children are encouraged to self and peer assesses each other's work regularly. This allows them to have a greater understanding of the success criteria they are marking themselves against and also the different ways in which a task can be approached.

The Learner's Journey

Curriculum for Excellence is split into experiences and outcomes that children work on at different levels. Working through each level allows each child to acquire new skills and become confident in using them before being given opportunities to use these skills in a variety of different contexts. Throughout this journey the children's progress will be tracked and monitored to ensure that their individual needs are being catered for and that the appropriate supports or challenges are put in place where and when necessary.

The diagram below shows how the levels look in nursery, primary and secondary schools for the majority of children. Children will work through each level and each curricular area at a pace appropriate to them allowing for them to be suitably supported and / or challenged.



these levels earlier and others later. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Most children will be secure in their learning at each level by:

- **Early level:** by the end of P1
- **1st level:** by the end of P4
- **2nd level:** by the end of P7
- **3rd/4th level:** by the end of S3
- **Senior phase:** by the end of S6

Children are regularly assessed using a variety of approaches in order to monitor their progress. The school will track this progress to ensure the journey for each individual and group of learners is appropriate and relevant to them. This journey may vary from year to year

and from learner to learner and will reflect the needs, interests and abilities of individuals.

Subjects

Curriculum for Excellence is all about bringing real life experiences into the classroom and taking learning beyond it. Learning and teaching will still focus on subjects through which each child's knowledge and understanding, skills, capabilities and attributes will be developed by the experiences they have.

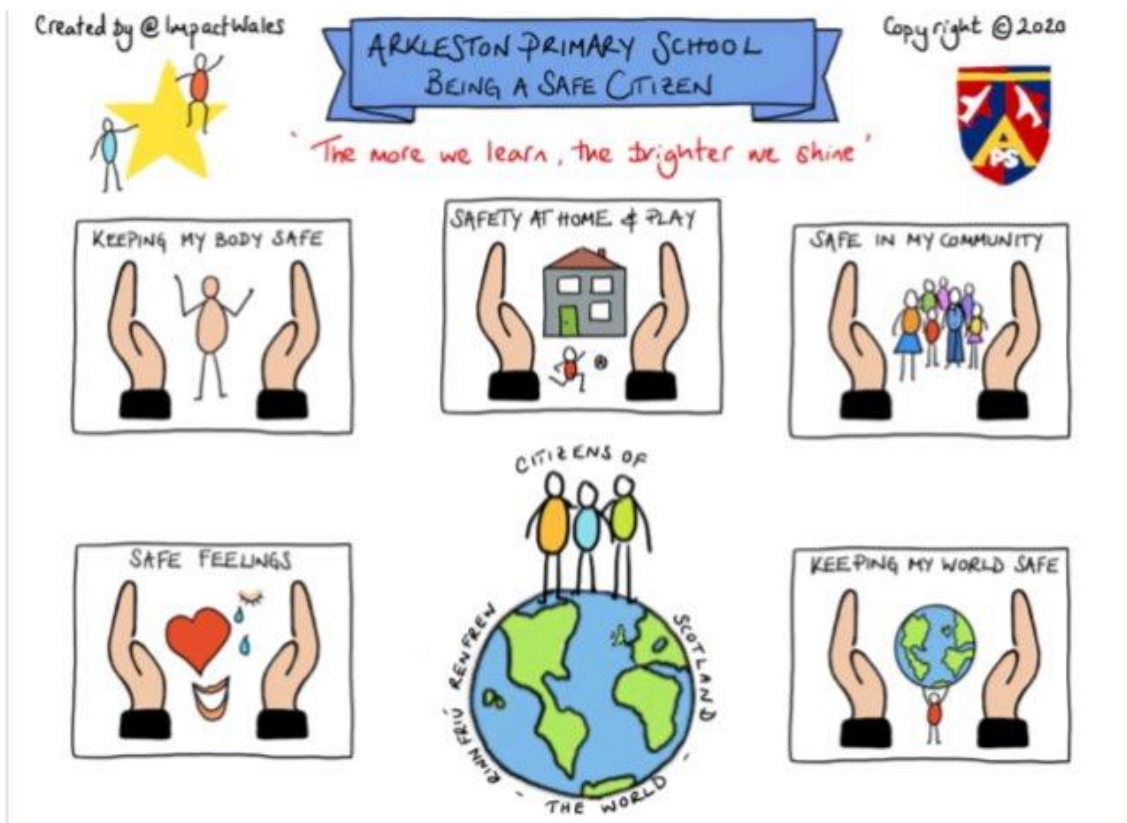
The eight curriculum areas are:

- expressive arts;
- health and wellbeing;
- languages;
- mathematics;
- religious and moral education;
- sciences;
- social studies; and
- technologies

These curriculum areas can be delivered as discreet subjects or where appropriate can be combined in order to encourage deep, sustained learning e.g. the skills needed to write a scientific report may be taught at the time of completing a science experiment rather than during a literacy lesson. This ensures that children see the relevance in the skills they are being taught and have opportunities to transfer these skills to other areas of their learning.

At Arkleston, we recently worked with our community to reflect on the skills that children will need to cope now and in the future. We have used these themes to connect our learning from discreet subjects into meaningful learning opportunities. We focus on supporting children to be:

- **Safe Citizens;**
- **Healthy and Active Citizens;**
- **Respectful and Responsible Citizens;**
- **Nurtured and Included Citizens; and**
- **Achieving Citizens.**



This has led to some innovative work and a chance to share our ideas with Mr John Swinney at a West Partnership Leadership Event.

Our approach to literacy, numeracy and health and well-being

All staff and partners have responsibility for supporting learners as they develop their skills in these areas. These are skills that cut across many subject areas and are a necessary part of daily life. Without basic literacy and numeracy skills simple tasks such as shopping would be challenging. We want our children to have the skills necessary for coping with learning, life and work.

Literacy

Curriculum for Excellence gives a new focus to literacy across learning. The literacy framework has three elements:

- listening and talking;
- reading; and
- writing.

In listening and talking children will learn how to contribute their ideas confidently and clearly, whilst respecting the rights of others to be heard, the basic skills of effective communication. This will be achieved using a variety of approaches including critical skills and cooperative learning, both of which rely on the child's ability to work together with others and demonstrate good personal and interpersonal skills. These skills will be used throughout the curriculum

e.g. to debate at second level the importance of school uniform.

Children develop their reading skills using a number of approaches. Our books are banded in colour, in order of textual difficulty. This allows us to provide children with text to read which are suitably challenging. These may be novels, poems or books which previously were used as part of our core reading scheme. Staff use running records to assess children's level of reading. We aim to have children reading with an accuracy level of 90%-95%. This would be the level of text that children would use with their teacher in class to develop their comprehension skills. At the beginning they would be asked to Find It-Prove It-Talk About It in relation to the texts they have read, building up to using the 7 comprehension strategies:

- Main Ideas
- Visualisation
- Metalinguistics
- Inference
- Prior Knowledge
- Paraphrasing
- Summarising

Children will be given lots of opportunities to read for enjoyment. These would be texts that your child can read with an accuracy level of 97% and above. Books that come home will vary and will be for both instructional and enjoyment purposes. Primary 1 parents will have the opportunity to participate in our Story Sack Approach, which embeds the Five to Thrive philosophy of:

Respond · Cuddle · Relax · Play · Talk

Reading homework is not always about your child being able to read the book, it is about enjoying sharing a book together, experiencing things that can help your child to understand the books they read e.g. trips and outings and learning how to use different strategies to make sense of texts.

Children are encouraged to read with and to a partner, talk to and listen to each other about what they have read and support each other with sounding and blending unfamiliar words.

Children love stories and will hear them being read on a regular basis. They will hear the teacher read a story to them and have the chance to read for enjoyment in class each day. They will have opportunities to visit the local library and work with the librarian to develop positive reading habits.

World Book Day, Children's Book Week, Scottish Poetry Day and National Poetry Day all provide excellent opportunities for children to reflect on and compare a variety of texts from a variety of authors. We have close links with Waterstones at Braehead and last session every child got their free for World Book Day book at their pop-up shop in school.



Visiting Renfrew Library

Parents play a crucial role in helping children to develop literacy skills from an early age. Please continue to read to your child regularly, even when children are becoming more fluent in their reading it is important that they hear stories being read in order to develop their vocabulary. Audio books and CDs are an excellent resource for this.

Jolly Phonics is a child centred approach used from P1 to teach children letter sounds (phonics). It is a multi-sensory method, which is very motivating for children. Sounds are not taught in alphabetical order but in a systematic way that enables children to begin building words as early as possible e.g. s, a and t are taught which can then make the words at and sat. By adding on letters e.g. i, p and n children can create more words such as pin. They will also be shown the similarities in words that sound the same e.g. sat, pat enabling them to quickly build up knowledge of word families. We use this in conjunction with Active Literacy Approaches to build up your child's knowledge of sounds and word building strategies.

Each child from P1-3 has a magnetic board, which they use to:

Say it, Make it, Blend it, Break it, Read it, Write it

This supports children with their word building strategies and use of phonic knowledge.

Using this scheme, children are also taught tricky words with irregular spellings and the common words that they will come across most in the books they will be reading.

Different teaching approaches e.g. active learning are used to teach literacy skills and care is taken to match materials and tasks to the needs of the child, ensuring success whilst maintaining challenge.

Children working together to develop their phoneme knowledge



Children begin making marks from an early age and throughout their time at nursery they begin to develop an understanding of the meaning these marks have. As they progress in their learning they will be shown how to write for a variety of different purposes and audiences. They will be taught the necessary skills to craft these pieces of writing using a variety of techniques and carefully chosen resources. Often children will be writing about something that they have been learning about in another area of the curriculum. Each class develops a variety of experiences and outcomes through a context for learning e.g. P1 – People Who Help Us, P5 – Biodiversity and P7 – World War II. These contexts provide the perfect platform for meaningful writing to take place.

We use Big Writing to strategies to support us with the teaching of writing. Children are encouraged to focus on their use of vocabulary, connectives, openers and punctuation in order to make their writing more interesting. These skills are systematically taught throughout the school. In P1 and P2 it is important that children can talk about it before they write it, so we use Big Talk Homework to develop a child's thinking prior to writing.

Modern Foreign Languages

Children from P1-P7 have the opportunity to develop their skills in French through a variety of different activities and experiences. Children from P5-7 build on this ability to use a foreign language by learning some Spanish. This supports the Scottish Government's Policy on Modern Foreign Languages. This session we will be working with an Erasmus student from the University of the West of Scotland. She will be supporting learners in their use of French.

Numeracy

Numeracy is a vital skill that is important in everyday life. It is about being confident when solving problems, making decisions and analysing situations that involve numbers. Numeracy is key to lifelong learning, e.g. it enables a young person to understand scientific concepts,

interpret figures, understand cause and effect etc. Like all learning, it begins in the home and continues in nursery with, for example, counting, songs and rhymes. As children move to primary school they use numeracy in a wide range of everyday activities at school and in activities out with school, and at play. Curriculum for Excellence recognises the importance of numeracy in learning and in life and promotes numeracy across all areas of the curriculum, ensuring that children develop the necessary skills and the confidence to apply numeracy skills throughout their learning.

Numeracy development progresses as part of mathematics and underpins much of what is taught in this area. Numeracy across learning provides essential analytical, problem-solving and decision-making skills across the curriculum.

All staff and all teachers are responsible for supporting, developing and extending learners' numeracy skills and for ensuring that what a child has learned in earlier years is built upon, practised and refreshed regularly throughout their time at school. Developing skills in numeracy will increase opportunities for all young people in the world of work, enhancing employability prospects and life chances.



Children using their numeracy skills

In numeracy, children will learn through active learning and purposeful play. They will develop problem-solving capabilities through:

- calculating mentally;
- explaining their thinking;
- using relevant contexts and experiences;
- using technology in appropriate and effective ways; and
- collaborating and learning independently.

At Arkleston Primary School we use a variety of resources and strategies to support the

development of these skills including Heinemann Active Maths and Big Maths. All of these resources focus on the development of mathematical skills and provide opportunities to increase the confidence and competence of children in applying their learning to new and challenging situations. For example, by P7 most children will be able to determine which supermarket deal really is the most cost effective and the real cost of buying items with a credit card. At early level children will have the opportunity to link their learning to real life contexts such as learning about money, size and time in the class shop. We run a Cash Cubs Bank every Friday and children in P7 are trained to support this work, making excellent use of their financial skills.

ICT is used regularly to enhance the learning experience.

Numeracy skills can be developed outside school in many ways, including:

- learning a range of skills through participating in clubs and activities, sports or fitness centres;
- weighing and timing, for example in cooking and baking, estimating and measuring quantities in DIY;
- understanding and working with time; using timetables and calendars; working out costs and rates, e.g. hiring goods at an hourly rate;
- using money and budgeting pocket money or wages; and
- using the information gathered from reading newspapers, using the internet and watching TV to draw conclusions and make choices that involve numeracy.

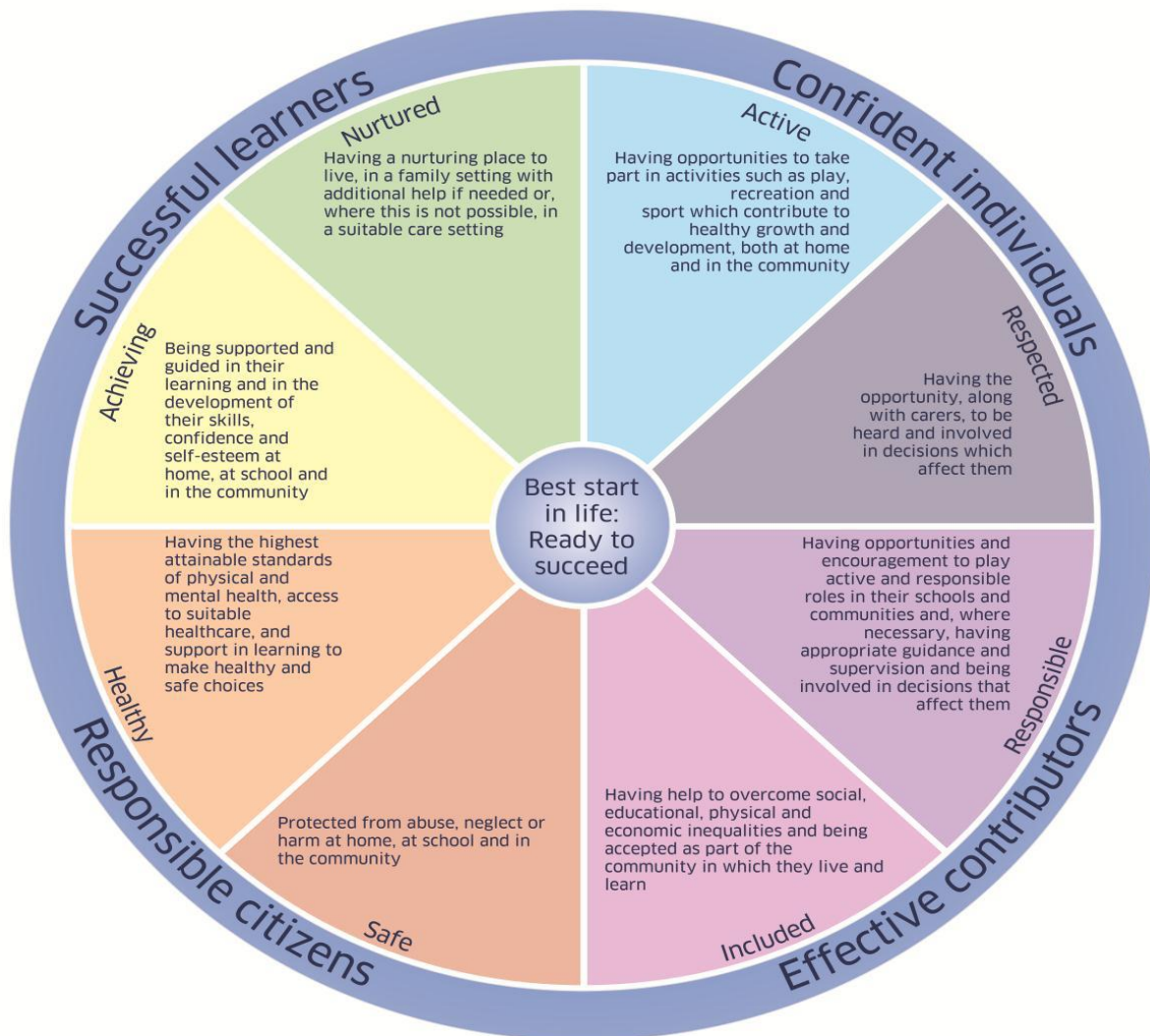


Parent information sessions are held at the beginning of the term to discuss how we approach the teaching of literacy and numeracy skills and how you can support your child at home.

Getting it right for every child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carers to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/Publications/2016/03/5084/1>



Additional support for learning

Mr D Bonnar is our additional support for learning coordinator and works within the guidance framework from Renfrewshire Council to ensure the needs of learners are met. This involves communicating with staff on a regular basis in relation to day to day planning and provisions and allocation of resources where the highest demand is presented

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. Wellbeing assessment and individual planning is in place for all young people who require additional support.

Support

The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Universal support

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support. In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

Resolve (Children in Scotland) - Resolve:ASL is an independent mediation service for parents and carers of children and young people with additional support needs.

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries and other learning centres.

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

Our school has a system in place for monitoring and reviewing the progress of all children and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the schools takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for positive mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes

- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.



Using the cooking skills we have been learning

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

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

P7 learning how to play golf



Specialist support service – teachers teaching in more than one school

We have a number of teachers who work in nurseries and schools to provide specialist support to children and young people who have a range of additional support needs. These teachers work with teachers within the nursery or school to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- care experienced children and young people;

- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

Homework

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self-reliance, self-discipline, self-confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

Arkleston Primary School school has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

The actual content of homework will vary according to stage and pupil need. In P1 and P2 many of the tasks set will reinforce basic skills.

From P3 to P7, the emphasis will change and a variety of homework tasks will be set that encourage them to think more about reinforcing and applying their learning. Children are issued with homework through SEESAW and can record and upload their finished work for the teacher to comment on.

At the beginning of each session, the class teachers will issue a homework overview/Year at a Glance. This will let you know the pattern of work to expect and the kinds of contexts being covered. If there are any changes to this pattern, the teacher will let you know.

Suggested time:

- P1 and P2 10-15 minutes;
- P3 and P4 15-20 minutes; and
- P5 – P7 20-40 minutes.

Homework should be an opportunity for your child to further develop the skills they are learning in class and to demonstrate how they can use these skills in new and interesting ways. Please talk to a member of staff if you are experiencing any difficulties with homework.

Developing the Young Workforce

Developing the Young Workforce [Determined to Succeed] is our strategy to develop the business and employability skills in young people.

It lies at the centre of curriculum for excellence and promotes a wide-range of opportunities for our children and young people aged 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas are:

- Enterprising learning and teaching;
- Entrepreneurial learning;
- Work-based vocational learning; and
- Careers education.

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work;
- Engaging employers;
- Broadening the reach of the programme;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers

Extra-curricular activities

We are aware that children participate in many different activities out with school and have developed skills and talents in areas such as dance, gymnastics, football and karate (to name but a few). We track children's achievements out of school in our class Arky Stars jotters and through the use of SEESAW. Please share your child's successes with us.

We are keen to utilise the skills that children have and provide them with opportunities to transfer these skills to other aspects of their lives, whilst also providing them with opportunities to develop new skills.

All of our Primary 7 children have accredited Play Leader Training from Renfrewshire Active Schools and this will allow them to run additional lunch time clubs within the school. The, once we are allowed to have children mixing stages. These are based on the interests of the children.



Mr Mitchell working with our children to develop their skills

We carry out wider achievement surveys each session which provide us with information and data which we share with our supporters in order to provide a variety of extra-curricular experiences. Data is reviewed regularly and discussed with the children in order to cater for their needs and interests.

Andrew Mitchell, our Active Schools Coordinator, gathers information from parents across the cluster and coordinates a range of experiences for children. This session he has been working with us every Wednesday to support physical activity outdoors. We hope that we will be able to return to working in partnership with our community soon, ensuring children access opportunities to develop themselves as healthy and active members of their community.

Many children go on to participate in wider festivals and events following their participation in school clubs and have been successful both as individuals and as teams. We encourage children to pursue and support sporting activities out with school.

We have our Sports Scotland Gold Award, in recognition of our hard work and efforts in promoting physical activity within the school.

Class outings of educational interest take place throughout the year. The local area is seen as a learning and teaching resource. This means pupils will often be out in the school grounds and the immediate vicinity of the school as part of their class work. Children may travel further to visit places such as Glasgow Transport Museum, Braehead Shopping Centre or Glasgow Art Galleries as part of their work.

Opportunities to involve pupils in cultural initiatives are often taken up and bids made to help with the funding of these events, e.g. PACE, Celtic Connections, Scottish Opera and Scottish Orchestra, Theatres in Schools and Eco Drama.



A visit from the RSNO

Children last session had the chance to share their skills with each other during our Sparky Arky Days and opportunities were arranged to provide pupils with taster sessions of a variety of activities available within the community. This proved to be very successful and both staff and children have requested that we run further events this session. We have been unable to run these events this session due to the restrictions we are working under.

Home school community links

Parental Involvement

By law schools have a duty to promote parents' involvement in children's education. Parents By law, schools have a duty to promote parents' involvement in their child's education and our school encourages parents to:

- be involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their child's schools.

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the

education it provides;

- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events;
- reporting to the parent forum;
- being involved in the appointment of senior promoted staff; and
- providing a representative to the National Parent Forum of Scotland.

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school or visit the Parentzone website at:

<https://education.gov.scot/parentzone>

<https://www.npfs.org.uk/>



Enjoying our new play equipment courtesy of the Parent Council

Home School Links

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi-disciplinary team based in different areas across Renfrewshire and linked to school clusters.

The main aim of the service is to increase the educational attainment of children and young people. This is achieved by developing links between home and school to ensure pupils identified through the school's Extended Support Framework as facing issues at home or in school that are barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

Home Link is a non-statutory service and staff work in partnership with parents or carers, school staff and other agencies, including counselling and support services, health, social work and community learning and development, and other identified local voluntary and government agencies.

Pupil council

Our Pupil Council, along with the many committees within the school, work tirelessly to ensure the voices of the children are heard. The children have the opportunity to join a committee in September and these meet throughout the session to action the wishes of our school community.

The Pupil Council this session is focussing on fund raising and charity events and are holding all of their meeting virtually.

Community links

We have developed several links with the community throughout the years. We have established links with Tesco and are supported by their kind donations to school events.

We have several staff who now hold their Food Hygiene Certification and this has allowed us to run cooking workshops during Sparky Arky Time. We have established a link with the Glynhill Hotel and the previous Head Chef and look forward to building new relationships in the future.



Working with Renfrewshire Association of Gardeners and Growers we have a plot within the community garden. This is a valuable resource for the children and their families and we look forward to the bumper crops that we hope will grow this session with the help of the eco committee.

We have developed strong intergenerational links with the Renfrew Care Home over the years, winning the Renfrewshire Chamber of Commerce Award and Dementia Scotland Award for our work. Residents usually join us for whole school celebrations and P7 children have supported the residents in a variety of therapeutic activities, but we have been unable to visit this session. We look forward to resuming our visits, when allowed. This work has also led to partnerships being built with, University of the West of Scotland and West College, all of whom support children with training and skills development.

We make the most of our local community, with regular local area visits to the library, fire station and sports centre. Classes invite members of the community in to talk to the children

about their learning in specific areas. For example, the Health Visitor may be asked to talk to P1 children about welcoming a baby.

We have excellent links with our Newmains Primary, Kirklandneuk Primary, Glendee Nursery and Renfrew High School. Staff and children have the chance to regularly visit each other's establishments to share good practice and take part in cross-sector working.

We welcome S4 children from across the authority as part of the work experience placement programme and support them in learning more about the world of work. S5 / S6 pupils from Renfrew High volunteer regularly in the school as part of their Duke of Edinburgh Award and community service. We make use of their expertise in e.g. literacy and numeracy to support small groups of learners.

As a community school, we are happy to support members of the community who are keen to move into the education sector. We have several disclosure-checked volunteers who are developing their skills with a view to embarking on a career in education.

Arkleston staff, pupils and parents work to help others in the local and wider community through charity events. We collect for Renfrewshire Food Bank each year as part of our Harvest celebrations. We support the Shoebox Appeal and Backpack Appeal on alternate years and raise money for different charities, which are important to the children.



Kind donations for our Harvest Assembly, which were given to Renfrewshire Foodbank

School lets

Lets for schools should not be sought where the group wishes to apply for a licence.

To apply to use school facilities, contact the Community Facilities Section at Johnstone Town Hall. Contact details are in the important contacts section at the end of this handbook.

Other Useful Information

Listening to learn - complaints, comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue

<https://www.npfs.org.uk/confidentially>. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

There are some things which you should be aware of when making a complaint:

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at complaints@renfrewshire.gov.uk, or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales.
- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the EU General Data Protection Requirement and can only be shared or disclosed in accordance with the law.

Pupils attending any type of school have a right of access to their own information. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf.

For more information on data protection, please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we will do all we can to let you know when we are closing and reopening the school or nursery.

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

Further information may also be provided through letters, announcements in the local press, local radio, or notices in local shops, churches and community centres.

Please ensure we have the most up-to-date emergency contact information for your family and you are following the council's social media channels. You can sign up for the school's digital newsletter via www.renfrewshire.gov.uk/e-alerts.

Important Contacts

Director of Children's Services

Steven Quinn Renfrewshire House Email
Cotton Street csdirector@renfrewshire.gov.uk
Paisley
PA1 1LE Phone: 0141 618 6839

Homelink Service

c/o West Primary School
Newton Street
Paisley
PA1 2RL

Senior Home Link Workers

Email
morag.mcguire@renfrewshire.gov.uk
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

Community Renfrewshire Leisure Email
Facilities Section 3rd Floor comfac.els@renfrewshire.gov.uk
Renfrewshire House Phone: 0300 300 1430
Cotton Street
Paisley
PA1 1LE

Adult Learning West Johnstone Shared Email
Services Campus als.els@renfrewshire.gov.uk
Beith Road Phone: 01505 382863
Johnstone
PA5 0BB

Youth Services West Primary School Email
Newton Street youth@renfrewshire.gov.uk
Paisley Phone: 0141 889 1110
PA1 2RL

Customer Service Centre

Customer Service Renfrewshire House Email
Centre Cotton Street customerservices.contact@renfrewshire.gov.uk
Paisley Phone: 0300 300 0300
PA1 1AN

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

Although this information is correct at time of printing, there could be changes affecting any of the contents before or during the course of the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes No

2. the information you expected?

Yes No

3. the handbook easy to use?

Yes No

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: cshdatapolicy@renfrewshire.gov.uk