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## 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

## Our Values

More than 4,000 voices including our staff, local residents, partners, young people and community groups helped identify the values most important to us all that describe our promise to our communities, staff and partners and what people can expect of us.

These values have been formally adopted by Renfrewshire Council and will guide how we deliver services and make decisions every day.

- We are **fair**. We treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council
- We are **helpful**. We care about getting things right and are always approachable
- We are great **collaborators**. We work as one team and with people who care about this place
- We value **learning** to help us innovate, improve and deliver better services

## School Aims and Value

A vertical graphic with a dark blue background. At the top left is a shield-shaped logo with a red triangle, a yellow triangle, and a blue triangle, with the letters 'PS' in a white circle below it. To the right of the logo are three yellow stars of varying sizes. Below the stars are two overlapping yellow ribbon banners. The top banner is red with white text that reads 'THE MORE WE LEARN'. The bottom banner is red with white text that reads 'THE BRIGHTER WE SHINE'. Below the banners, the text 'Success \* Teamwork \* Attitude \* Respect' is written in white. Below this, the text 'We aim to live and breathe our values by creating an environment that is:' is written in white. Below this are five bullet points, each with a yellow letter and a description in white text.

**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

A vertical graphic with a dark blue background, identical in design to the 'School Aims and Value' graphic. It features the same logo, stars, and ribbon banners. Below the banners, the text 'Success \* Teamwork \* Attitude \* Respect' is written in white. Below this, the text 'Our school values:' is written in white. Below this are five bullet points, each with a yellow letter and a description in white text.

**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
- 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
- community involvement

#### You can also expect us to:

- provide formal written reports on your child's progress
- provide an annual report on school progress within our Standards and Quality Report
- give you an opportunity to have a formal meeting with your child's class teacher
- strive to meet your child's needs

#### How can you help?

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

As a parent/carer, you can help your child by:

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

The Education (Scotland) Act 1980 uses the broadly framed definition of 'parent'. 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
- others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- 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.



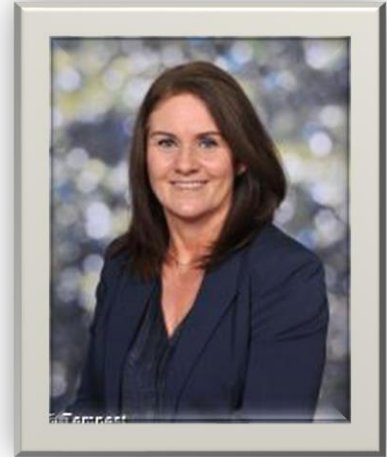
## About Our School

### 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:

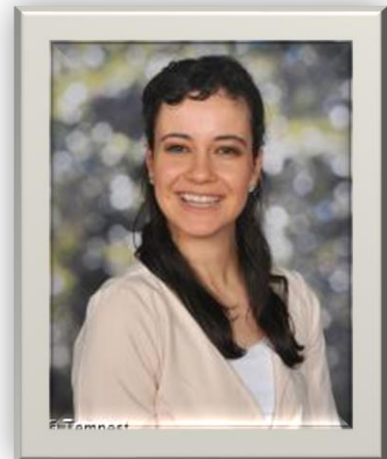
- Deputising for Head Teacher;
- Mathematics and Numeracy Coordinator;
- ICT and Technologies Coordinator;
- Achieving Citizens;
- ASN Coordinator;
- Data Coordinator;
- Nursery/Primary Transition;
- Management of CA/ASNA staff;
- Pastoral care and pupil support P1-3.



#### **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 – Acting Principal Teacher 0.5 August - October
- Mrs L Campbell – Maternity leave from October
- Mrs M Mitchell
- Miss L Miller – Acting Principal Teacher 0.5 August - October
- Supply cover for Mrs J Sinclair – Secondment Renfrew High
- Miss L McColl
- Mrs I de Pellette
- Mrs A Sinclair
- Mrs S Kajla – maternity leave

### Other staff in the school

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

### Visiting Specialists

- |                 |                                      |
|-----------------|--------------------------------------|
| • Dr M Aikman   | School Community Paediatrician       |
| • Vacancy       | Home Link Worker                     |
| • Mrs H Douglas | English-additional language support  |
| • Mrs L Thomson | Primary/Secondary Transition Teacher |

- Ms J Chondronmadidas Educational Psychologist
- Mrs J Barron Woodwind Instructor
- Pastor Steven Barr 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 261.

### School day

Primary 1 pupils attend school on a full-time basis from their second day. A warning bell rings at 8.50am when children are allowed to enter the building and prepare for the school day. The bell then rings at 9.00am for the school day to begin.

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

## School year

First Term	Return date for Teachers	Friday 12 August 2022 (IS)
	In-service Day	Monday 15 August 2022 (IS)
	Schools re-open	Tuesday 16 August 2022
	September Weekend	Friday 23 September 2022 and Monday 26 September 2022 (inclusive)
	Schools re-open	Tuesday 27 September 2022
	October holiday (schools closed)	Monday 17 October 2022 to Friday 21 October 2022 (inclusive)
	Return date for Teachers	Monday 24 October 2022 (IS)
	Schools re-open	Tuesday 25 October 2022
	St Andrew's Day	Wednesday 30 November 2022
	Schools re-open	Thursday 1 December 2022
	Last day of session	Wednesday 21 December 2022
	Christmas / New Year Schools closed	Thursday 22 December 2022 to Wednesday 04 January 2023 (inclusive)
	Second Term	Schools re-open
Mid-term break		Monday 13 February 2023 to Tuesday 14 February 2023 (inclusive)
Return date for Teachers		Wednesday 15 February 2023 (IS)
Schools re-open		Thursday 16 February 2023
Spring Holiday Schools closed		Monday 03 April 2023 to Friday 14 April 2023 (inclusive)
Third Term	Schools re-open	Monday 17 April 2023
	May Day	Monday 01 May 2023
	Schools re-open	Tuesday 02 May 2023
	Local holiday (schools closed)	Friday 26 May 2023 and Monday 29 May 2023 (inclusive)
	In-service Day	Tuesday 30 May 2023 (IS)
	Schools re-open	Wednesday 31 May 2023
	Last day of session	Tuesday 27 June 2023

## Teachers return Monday 14 August 2023

### School in-service days

- Friday 12 August 2022
- Monday 15 August 2022
- Monday 24 October 2022
- Wednesday 15 February 2023
- Tuesday 30 May 2023

### 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
- 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. This includes watches, rings, chains and belts with metal buckles and other body jewellery and must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

It is preferred that parents are advised that any child having body jewellery piercing wait until the summer break to allow them time to heal. However, parents wishing children to wear body jewellery during physical education should write to the school expressing their request. Children will be expected to provide tape and cover any such items of jewellery during the activity. Pupils will be responsible for the safekeeping of jewellery.

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.

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  <a href="https://vsnsport.co.uk/arkleston-primary/">https://vsnsport.co.uk/arkleston-primary/</a>  The shop will be open again in the new year for further orders  Velcro trainers

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 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, with a hood, on a daily basis. Children can wear leggings / jogging bottoms and a sweatshirt (in school colours) 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](http://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](http://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.

## 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.

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

### **Class Organisation**

For this session our classes are:

**P1A P1B P1C P2 P3/2 P3 P4 P5 P6A P6B P7**

### **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. Parents and children are asked to attend these meetings to discuss children's learning. This forms part of the annual reporting process.

#### **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. An end of year summary is distributed in May, followed by a parents' meeting. This meeting will give you the chance to discuss your child's year with their teacher.

#### **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

### 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 2022 – 23. We believe that we have made good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

- Develop our approaches to writing through participation in Talk for Writing training.
- Continue to develop our approaches to reading for enjoyment through participation in the Reading Schools Programme.
- Continue to develop our nurturing approaches to support the health and wellbeing of children.
- Review our citizenship planners to address overlaps and a coherent progression between levels.
- Develop our approaches to equality and diversity through staff participation in LGBT+ training, in line with Scottish Government Guidance for schools.
- Enhance our approaches to parental partnership

### Quality indicators

#### School Leadership

- All support staff have trained in delivering interventions to targeted pupils, including Lego Therapy, Drawing and Talking Therapy, IDL Literacy/Numeracy and 5 Minute Phonics/Numeracy Programme.
- All teaching staff have leadership time within their working time agreement and have used this to re-establish committee groups based on our citizenship themes, celebrating our GOLD UNICEF Rights Award and Eco-School 7th Flag amongst our achievements.
- One member of staff participated in Renfrewshire's Aspiring Leadership Training Programme, developing their knowledge, skills and capacity to lead and deliver school improvement effectively.
- Pupil leadership opportunities were reintroduced, with P7 House Roles, P6 Buddy Roles and Citizenship Committee roles on offer to all children.

- All classes have a connected classroom nationally or internationally, which is helping children to compare and contrast their life experiences with others.

### **Teacher Professionalism**

- P1 – 3 staff have now all completed Play Pedagogy Training with Strathclyde University, with staff also completing training from Alistair Bryce Clegg and Anna Ephgrave to enhance their skills further.
- 3 staff completed an 8-week Resilience for All Training Session aimed at supporting and developing the resilience of child post lockdown.
- Teaching staff have had learning visits from Inchinnan and Barsail Primary Schools and have shared their methodologies and approaches with their staff.
- All staff took part in Do-Be Mindfulness Training to support their own wellbeing and that of the children in their care.

### **Parental Engagement**

- SEESAW continues to be our primary method of communication with parents, we have created nursery to P1 transition groups to share information and resources to support a smooth transition to school.
- Parents are aware of their child's learning targets and character strengths in key areas through the termly Personal Learning Plans. Parents were able to have face to face meetings with teachers in May this session to discuss progress.
- 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 have one parent who is PVG checked and volunteers their services to support the school and children on a regular basis.

### **Assessment of Children's Progress**

- Attainment at P1, 4 and 7 is in line with or above our comparator schools in most areas. Standardised assessment results at these key stages support teacher's professional judgement.
- A wide range of assessment for learning strategies are used to support learning and assessment. Children are encouraged to self-assess regularly in line with their targets.
- Teaching staff have spent time this session moderating children's work in literacy/numeracy and other curricular areas. This ensures the validity of teacher judgement and achievement of a level within curriculum for excellence.

### **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.

- Moderation work with fellow head teachers within Renfrewshire ensures that our self-evaluation work is robust.
- 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 from our Better Behaviour Programme allows us to target interventions where needed.
- 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 Attainment Scotland Fund. 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.

Two classroom assistants are appointed using this funding. They have a clear remit on delivering 5 Minute Phonics and Numeracy interventions across the school to children identified by staff at planning meetings. This supports children with regular time to practice key skills in literacy and numeracy. Impact is measured with staff during planning meetings.

We have many children with dyslexic type difficulties. PEF funding was used to purchase IDL online literacy and numeracy programme to support children in developing their skills in a multi-sensory approach. Trials have begun with children with a view to rolling this out across the school.

PEF funding pays for the service of Calm Minds, a health and wellbeing intervention.

Working with children one-to-one and in small groups, children have time to reflect on experiences that are causing stress or anxiety and rehearse in a safe space, options for coping. Children who have participated note an increase in confidence and self-esteem.

### **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' sign in book, badges and escorts, while visitors are within the school building. Normally, anyone visiting a school for any reason, will be asked to report to the school office. The school staff can then make the necessary arrangements for the visit.

## Attendance and absence

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 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.

### **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. 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 to the school's child protection co-ordinator.

### **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.

- 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 must 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 must 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, there will be consequences in line with the school's positive behaviour/discipline policy
- Individual school policies should clearly state for the benefit of staff, pupils, parents 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 in 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 contact the police, it is for the police, and 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 meals

All Primary 1 – Primary 5 children are automatically entitled to a free school meal.

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.



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 on 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 are not required 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 includes taking reasonable care of pupils' safety during intervals and lunchtimes.

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

- Foster good relations between people who share a relevant protected characteristic and those who do not

In line with UNCRC, in Renfrewshire we place the human rights and needs of every child and young person at the centre of education.

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) or appointed person. 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. It is very important that the school has up to date contact details for all parents and an additional contact person in case parents can't be contacted. 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 will be notified immediately.

### **Religious Observance**

Pastor S Barr 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.

## Managing positive behaviour

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:

<b>Silver Award</b>	<b>700 points</b>
<b>Gold Award</b>	<b>1400 points</b>
<b>Super Gold Award</b>	<b>2100 points</b>
<b>Platinum Award</b>	<b>2800 points</b>

<b>Diamond Award</b>	<b>3500 points</b>
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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)

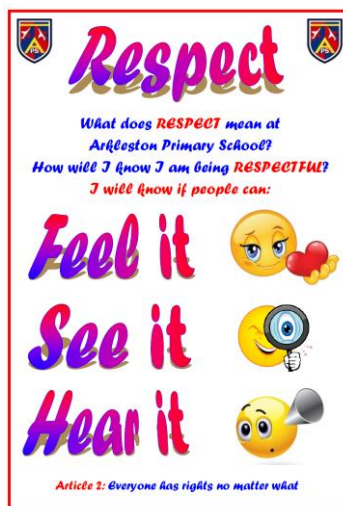
For most children these steps create a change to the behaviour. In some instances this may not be the case and several visits to reflection may be required in order to facilitate change. Should this not happen SMT would become involved. Our system is based on equity, which means that it adapts to the 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. Staff log all cards given and SMT communicate this to parents via SEESAW once a month. This allows you to have a picture how your child is presenting at school over time. This information can help parents to have conversations with health professionals when exploring reasons behind behaviours for a child.

For some children, extra support may be required from time to time. We make good use of our Home-School Link Worker. They work 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.



## Curriculum Matters

### School curriculum

Scotland's curriculum – Curriculum for Excellence (CfE) – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The National Improvement Framework, updated annually, sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to deliver those key priorities.

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

- Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors
- Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap

The Key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

### 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.

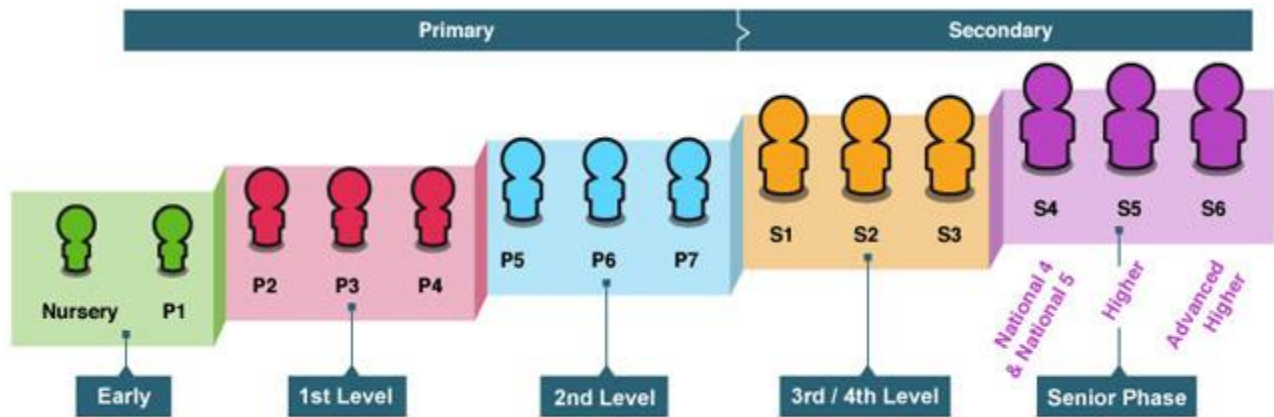
Children develop many skills through play experiences, which are not always recorded. We use SEESAW to give you a flavour of the work that your child is producing.

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:

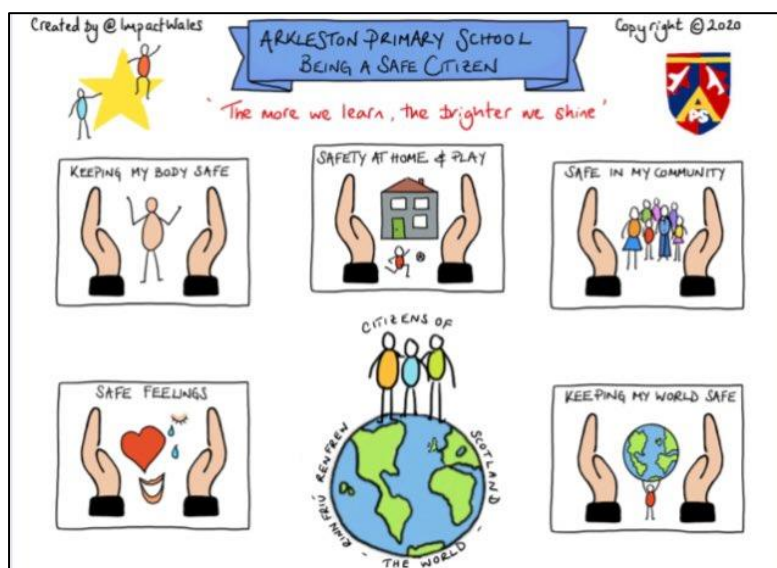
- expressive arts;
- health and wellbeing;
- languages;
- mathematics;
- religious and moral education;
- sciences;
- social studies; and
- technologies

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.**



## **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 many authors who visit the school. This year we have welcomed Ross McKenzie and Lindsay Littlejohn, who both took time to read to the children and bring their books to life.



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.



### 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.



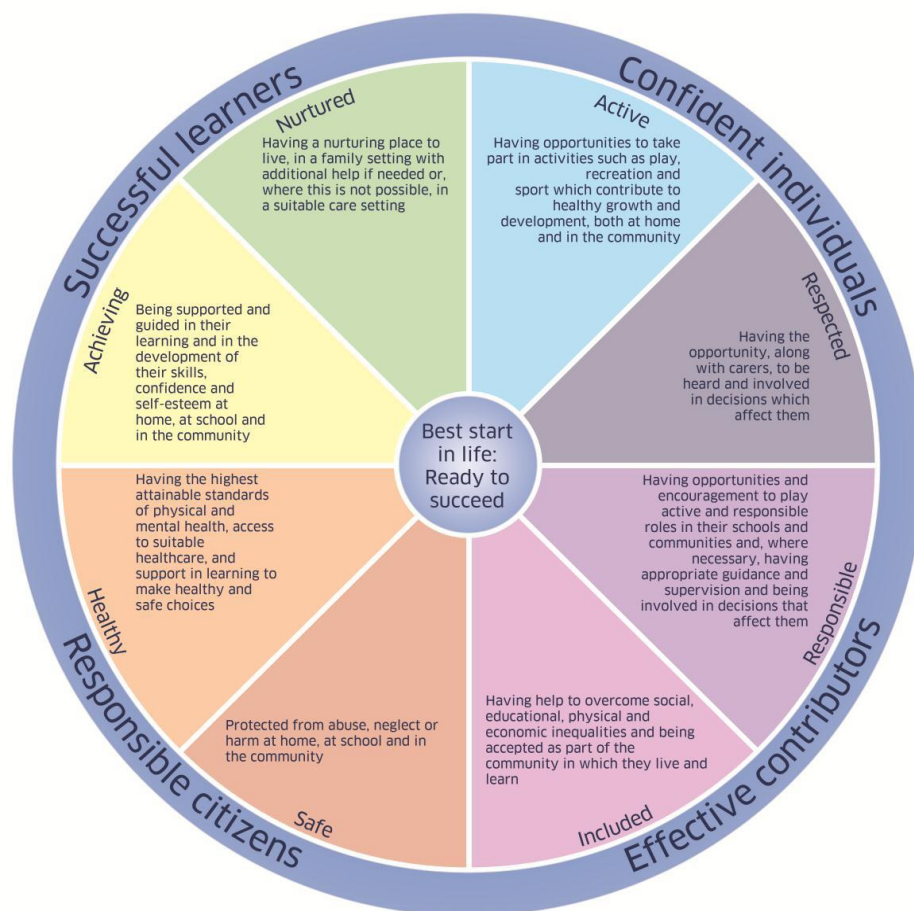
Parent information sessions are held at the beginning of the term to discuss how we approach the teaching of literacy and numeracy skills and how you can support your child at home.

## 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/policies/girfec/wellbeing-indicators->

[shanarri/](#)



## 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 their learning 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.

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](mailto: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](mailto: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 approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our schools have a system in place for monitoring and reviewing the progress of all our young people 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 take 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

Effective health and wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools and parents.



**Our mixed football team**

## **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
- 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
- Career 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
- 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
- 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.



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 and John Beattie, our Active Schools Coordinators, gather 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.

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 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
- 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
- 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
- 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/>

### Parent Council

Our Parent Council play an active role in the running of our school and are keen to involve parents in their work. Regular meetings are held throughout the session. The Parent Council have worked hard this session to fund many of our school activities, including:

- Contribution to P7 Leaver's Hoodies;
- P7 Bus to Ardentiny;
- P1 Bookbags;
- Selection Boxes for all children at Christmas;
- New seating area in the playground;
- School discos; and
- Christmas Fayre.

If you would like to get involved with the work of the Parent Council, please contact the chair Saima Saeed on [arkleston@renfrewshire.npfs.org.uk](mailto:arkleston@renfrewshire.npfs.org.uk)

### 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

The sale and/or consumption of alcohol on school premises is prohibited. No applications for occasional licences by the school, Parent Council or other party hiring or using the school premises should be made to allow for the sale of alcohol on school premises.

To apply to use school facilities, contact OneRen. 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 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](mailto: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 secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here:

<https://www.renfrewshire.gov.uk/article/2201/Privacy-policy>

Pupils attending any type of school have a right of access to their own information by virtue of the Data Protection Act 2018. 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. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational Records, by visiting the Council's Data Protection page, here:

<https://www.renfrewshire.gov.uk/article/2059/Data-protection>

For specific data protection queries, please contact the school directly.

## 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](http://www.renfrewshire.gov.uk/e-alerts).

### Important Contacts

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#### Director of Children's Services

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

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#### Homelink Service

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

#### Senior Home Link Workers

Email  
[morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  
[pamela.mckechan@renfrewshire.gov.uk](mailto:pamela.mckechan@renfrewshire.gov.uk)  
Phone: 0300 300 1415

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#### Community Learning & Development

Community      OneRen      Email  
Facilities Section      3<sup>rd</sup> Floor      [comfac@renfrewshire.gov.uk](mailto:comfac@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](mailto: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](mailto:youth@renfrewshire.gov.uk)  
Paisley      Phone: 0141 889 1110  
PA1 2RL

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#### Customer Service Centre

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

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## 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/education-scotland/inspection-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/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

Although this information is correct at time of publishing, 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 handbook 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

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Cotton Street

Paisley

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