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## Welcome from the Head Teacher

BISHOPTON PRIMARY SCHOOL  
OLD GREENOCK ROAD  
BISHOPTON  
PA7 5BE

Tel: 0300 300 0147

[www.bishopton.renfrewshire.sch.uk](http://www.bishopton.renfrewshire.sch.uk)  
[bishoptonenquiries@renfrewshire.gov.uk](mailto:bishoptonenquiries@renfrewshire.gov.uk)



November 2020

Dear Parent

The staff and I are very pleased to welcome your child to Bishopton Primary School. We hope that schooldays here will be happy and beneficial and that we all – staff, pupils and parents – can work together to achieve this aim.

This handbook is your introduction and guide to the school and should provide you with most of the general information about the school which you are likely to require. Please take time to read it and retain it for future reference. If anything is not clear or you would like to know more please get in touch.

The main part of the present school building was opened in 1962 but the school's history has been traced back as far as 1735. We are proud of our tradition of over 250 years but at the same time are aware of the importance of catering for the ever-changing needs and expectations of modern times.

Currently we are in unprecedented times. The majority of information in this document refers to when the status quo is returned. Up to date COVID information for schools can be found on Renfrewshire Councils Website by clicking [here](#).

Yours sincerely

WENDY McNAUGHT  
Head Teacher

## School Aims

### Vision

Building & Promoting Success

### Values

In Bishopton Primary we all share the following values:-

**FAIRNESS**- everybody getting what they need in order to be successful

**INCLUSION**- opportunity for all

**HONESTY**- be truthful to yourself and others

**CHALLENGE**- high expectation for all

**GLOBAL CITIZENS**- creating a sustainable future

We **aim** to demonstrate these values as we:-

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work

Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive

## Service Pledges

### Standards and expectations

We will:

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

primary-school age.

### **Pupils will have opportunities for:**

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

### **You can also expect us to:**

- provide formal written reports on your child's progress;
- provide an annual report on school progress within the school improvement plan;
- 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; and
- 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;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

Everyone who is a parent, as defined in terms of the 1980 Act, has rights under the Act. This includes the right to receive advice and information about their child's education,

general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual's exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

### About Our School

## School staff

### Head Teacher and Depute Head Teachers

Wendy McNaught - HT

- Child Protection Coordinator
- Responsibility for School Budget
- PRD / PU for Teaching Staff
- Whole School Pastoral Care of Staff
- Whole School Self Evaluation and Quality Assurance
- Social Studies Coordinator
- 2nd Line Whole School Behaviour Management
- Parent Council Liaison
- ICT Coordinator ( with Ruth)
- Business Support Liaison



Catherine Davidson – DHT

- Pupil Support Coordinator P5-7
- Literacy Coordinator
- 1st Line Behaviour Support P5-7
- Staff CPD Coordinator P5-7
- Inventory Coordinator
- Classroom Assistant Line Management and PRD
- Self Evaluation and Quality Assurance P5-7
- Pastoral Support P5-7
- House System Coordinator
- Pupil Council
- ECO Committee
- Residential Trip Coordinator
- P7/S1 Transition Coordinator



Claire McLaren – DHT (Temporary)

- Nurture Coordinator
- HWB Coordinator
- Science Coordinator
- 1st Line Behaviour Support P1-2
- Staff CPD Coordinator P1-2
- Pupil Support Coordinator P1-2
- Nursery / P1 Transition Coordinator
- ASNA Line Management and PRD
- Self Evaluation and Quality Assurance P1-2
- Pastoral Support P1-2
- Media/Marketing Coordinator
- Home Link Liaison
- Outdoor Learning Coordinator
- Equalities Coordinator



Karen McDowall – Principal Teacher

- RME Coordinator
- Maths Coordinator
- Skills/Global Citizenship Coordinator
- Student teacher supporter
- P4 Class Teacher
- Numeracy Champion
- Masterclass Coordinator



Steven McAvoy – DHT (Acting)

- Active Schools Liason
- Sports Day Coordinator
- P7 Class Teacher
- PE Coordinator
- STEM Coordinator
- Technologies Coordinator
- Expressive Arts Coordinator
- Assessment/DATA Coordinator
- Pupil Support Coordinator P3-4
- 1st Line Behaviour Support P3-4
- Staff CPD Coordinator P3-4
- Self Evaluation and Quality Assurance P3-4
- Pastoral Support P3-4



### Teachers

Miss S Cuthill	P1C	Mrs C McKay	P3M
Miss A Wison	P1W	Mr C Wormald	P3W
Miss H Murray	P1M	Miss M Cameron	P3C
Mrs S O'Neill	P1S	Miss J Allan	P4J
Mrs P Cruickshank	P1P	Miss F Mackay	P4F
Miss E Frew	P2E	Miss K McDowall	P4M
Miss L Finnigan	P2F	Mr J Burrell	P4B
Miss S Grant	P2G	Miss H Boyle	P4H
Miss J Gilbert	P2J	Mrs L Campbell	P5C
Miss J Hunter	P2H	Mrs R Fulton	P5R
Mrs A McLean	P3A	Mrs A MacKenzie	P5R
Mrs F Ferguson	P3F	Mrs J Marshall	P5M

Mrs D MacKenzie	P5M	Mrs G Kane	NCCT
Miss M Gemmell	P6AG	Miss K MacFarlane	NCCT
Miss R Altman	P6A	Mrs M Hughes	NCCT
Mr M Morrison	P6M	Mrs L Galbraith	NCCT
Miss L Hamilton	P7H	Mrs M Simpson	NCCT
Miss J Cauley	P7C	Miss R Burnett	NCCT
Mrs H McLaren	P7M		

### **Other staff in the school**

Service Delivery Officer	Ms L Muir
Team Leader	Mr A Sheridan
Senior Clerical Assistant	Mrs E McKechnie
Clerical Assistant	Mrs J Jack
Clerical Assistant	Ms E Provan
Classroom Assistant	Mrs V Fraser
Classroom Assistant Special Needs	Miss C Bartolini
Dining Room Assistant	Mrs J Hoey
Catering Manager	Mrs P Ferguson
Janitor	Mr D Purdue
Cleaning Supervisor	Mrs J Kane

### **Visiting Specialists**

Home Link Worker	Mr P Harrison
Educational Psychologist	Mrs W O'Neill

Music Teacher      Ms G Craven  
                                 Mr P Stone

### School Information

#### School contact details

- phone number: 0300 300 0147
- email address: bishoptonenquiries@renfrewshire.gov.uk
- write to or visit us at: Old Greenock Road, Bishopton, PA7 5BE

#### Parent Council contact details

- bishoptonpc@gmail.com

#### School roll

640 (as of Nov 2020)

### School day

**Our usual school day runs from 9.00am – 3.15pm**

(During COVID restrictions doors open at 8.45 a.m. and pupil are dismissed from 3.00p.m.)

**Morning Interval is 10.30am – 10.45am**

(During COVID restrictions breaks are staggered at 10.15a.m. and 10.30a.m.)

**Lunch break is 12.15pm – 1.15pm**

(During COVID restrictions breaks are staggered at 12.00p.m. and 12.45p.m.)

(During COVID restrictions pupils have an afternoon break at 1.45p.m. or 2.00p.m.)

Primary 1 pupils attend school on a full-time basis from the first day of school year.

Parents should note that the working capacity of a school may vary depending on the number of pupils at each stage and the way classes are organised. The school is currently made up of 30 classes across 20 teaching areas.

Our accommodation comprises of nineteen teaching spaces, including 4 in modular accommodation based in the playground. There is a PE Hall, Dining Hall, Staged Area, Secret Garden, Picnic Paradise and a Nurture Room.

There are substantial grassy areas around the school that are utilised during the autumn and summer terms. A Secret Garden and Picnic Paradise give pupils a wide range of outdoor learning opportunities. Benches are provided throughout the grounds for the children to use during playtimes and lunch times, with further playground equipment being planned by the Parent Council and Pupil Council.

Adaptations to our building include accessible toilets; stair lifts and an inside lift giving

access to all floors within the building. The main entrance is also wheelchair accessible. Dedicated parking spaces have been created to ease access for people with disabilities.

CCTV cameras provide 24hr surveillance of the entrances for the safety of our children.

## School year

First Term	Return date for Teachers	Monday 10 August 2020 (IS)
	In-service Day	Tuesday 11 August 2020 (IS)
	Return of Pupils (phased)	Wednesday 12 August 2020
	September Weekend	Friday 25 September 2020 and Monday 28 September 2020 (inclusive)
	Schools re-open	Tuesday 29 September 2020
	Schools closed	Monday 12 October 2020 to Friday 16 October (inclusive)
	Return date for Teachers	Monday 19 October 2020 (IS)
	Schools re-open	Tuesday 20 October 2020
	St Andrew's Day	Monday 30 November 2020
	Schools re-open	Tuesday 01 December 2020
	Christmas / New Year Schools closed	Monday 21 December 2020 to Tuesday 05 January 2021 (inclusive)
	Second Term	Schools re-open
Mid Term break		Monday 08 February 2021 to Tuesday 09 February
Return date for Teachers		Wednesday 10 February 2021 (IS)
Schools re-open		Thursday 11 February 2021
Spring Holiday Schools closed		Friday 02 April 2021 to Friday 16 April 2021 (inclusive)
Third Term	Schools re-open	Monday 19 April 2021
	May Day	Monday 03 May 2021
	In-service Day	Tuesday 04 May 2021 (IS)
	Schools re-open	Wednesday 05 May 2021
	May holiday	Monday 31 May 2021
	Schools re-open	Tuesday 01 June 2021
	Last day of session	Friday 25 June 2021

### Teachers return Thursday 12 August 2021

### School in-service days

- Monday 10 August 2020
- Tuesday 11 August 2020
- Monday 19 October 2020
- Wednesday 10 February 2021
- Tuesday 04 May 2021

## School dress

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

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

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

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

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

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

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

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

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

## Bishopton Primary School Uniform

At Bishopton Primary School pupils are strongly encouraged to wear recognised school uniform at all times. This includes:

### Uniform

Navy blue/red school fleece; navy blue or grey skirt, trousers or pinafore with black school shoes; plain shirt with school tie or red school polo shirt and navy school sweatshirt; red school polo shirt, plain shorts and soft shoes/trainers for PE. For better weather, grey school shorts or red or blue checked school dress

Please note that, with the exception of the polo shirt, children are expected to wear their P.E. kit only for P.E. lessons, and to change back to their uniform afterwards.

For ordering of badged items of uniform, preferred supplier links and order forms can be found on the **Bishopton Primary School Parent Council Facebook** page.

Learning can take place in many of the environments in and around the school and it is important that pupils are suitably dressed in order to participate fully in all activities. It is therefore helpful if children have access to a waterproof jacket on a daily basis.

Children can wear leggings / jogging bottoms and a sweatshirt on an outdoor PE day. Fashion clothing is not recommended as outdoor activities will take place, as long as the weather is not overly inclement which may result in water splashes on clothing.

**Please note black is not an agreed colour choice. Grey and Navy are the agreed school colours.**

**During COVID restrictions a more relaxed uniform is permitted. Pupils are still asked to wear the school polo shirt and sweatshirt but should wear bottoms and shoes suitable for the outdoors. They should also bring waterproof outerwear as there will be an increase in outdoor P.E. and learning outdoors.**

## 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

Infants due to start school in August are officially invited to the school for a series of days in June. 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 helps 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 buddying our new Primary 1 children. Prior to the children starting school, the Primary 6 children have the opportunity to visit 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.

The above schedule may be impacted if COVID restrictions are still in place at this time.

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

## **Class Organisation**

We currently have the following class structures:

P1C, P1W, P1M, P1S, P1P, P2E, P2F, P2H, P2G, P2J, P3A, P3F, P3M, P3W, P3C, P4H, P4M, P4F, P4J, P4B, P5R, P5C, P5M, P6AG, P6M, P7H, P7S, P7C

- Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is a group of pupils entering primary education at a common date.
- Pupils are organised within single year classes, e.g. Primary 5, or in composite classes, e.g. Primary 5/4 which contain more than one year group.
- Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the number of pupils at each year stage. This means that head teachers need to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.
- According to the teachers' contract the normal maximum number of pupils in a single year class is 25 for P1, 30 for P2-3 and 33 for P4-7 and the maximum number of pupils in a composite class is 25.
- The head teacher is responsible for structuring classes on the basis of advice given by the council.

In all classes pupils working at broadly the same pace and level, in language and/or mathematics, are grouped together. This arrangement uses teaching resources most effectively and causes least upset to pupils.

Normally, the classes will be formed before the start of a new school year so that all involved know what class structures exist for the new school session.

### **Selection of pupils**

- Where a composite class is being formed, specific criteria have been provided by the council.
- In forming new classes full account must be taken of existing successful groupings of pupils. Schools should use language and/or mathematics groupings as the basis for allocating children to classes. Within this broad guideline a language or mathematics working group could be described as

“A number of pupils of broadly the same attainment who show the capacity of working well as a learning group

## **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.

### **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.

### **Profiles**

Profiles will be used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

## **SNSA**

The Scottish National Standardised Assessments (SNSA) at P1,4 & 7 are now available to schools and local authorities.

The main purpose of the assessments is to provide information for teachers on how well children are doing in literacy and numeracy and to help guide learning and teaching. The assessments are also designed to produce national-level information about children and young people's progress for teachers' use in school and the Scottish Government at national level. National level information covers the whole of Scotland and not individual schools.

Further information about the Scottish National Standardised Assessments is available in school, so please do get in touch if you would like to know more.

## Summary of the School Improvement Plan

### School aims

The aims of Bishopton Primary are to:

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive

### Improvement objectives

Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Literacy and English

Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Numeracy and Mathematics

Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Health and Wellbeing

Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in STEM subjects

### Quality indicators

In school we evaluate ourselves against the quality indicators in HGioS4. For more information please visit

<https://education.gov.scot/improvement/self-evaluation/hgios4>

## The Scottish Attainment Challenge

### Attainment Challenge and Pupil Equity Funding (PEF)

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

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

## Transfer to Secondary School

Pupils normally transfer to secondary school between eleven and a half and twelve and a half years of age, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer.

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

Bishopton Primary School is an associated primary school of Park Mains High School

Head teacher Michael Dewar telephone: 0300 300 1411

## Early Learning and Childcare Class of [insert name of school]

### Early Learning and Childcare Class Provision

Currently children are entitled to 600 hours of early learning and childcare per year. The level of entitlement is increasing to 1140 hours per year, the date for full implementation was delayed due to the Covid pandemic and is still to be confirmed by the Scottish Government. Within Renfrewshire most eligible children are receiving the expanded hours, the Council is committed to doing this where there is space to do so.

Children are eligible for entry to the nursery after their third birthday (dependent on their month of birth). Starting dates for children born on or between 1 March to 31 August will start Autumn term (August). If your child was born outwith these dates then they would start the month after their third birthday, e.g. child born on or between 1 to 30 September would start in October.

Some children aged two years are eligible to for a funded place if their parent is in receipt of qualifying benefits. They are eligible to start from the term after their second birthday:

Term 1 - children born March to August will be eligible from August term that year.

Term 2 - children born September to December will be eligible from January following their birthday.

Term 3 - children born January and February will be eligible from April following their birthday.

To see if your childcare is eligible, please contact the school for further information or on the Council website <http://www.renfrewshire.gov.uk/1140ELC>

Application forms for an early learning and childcare place is available on the Council website <http://www.renfrewshire.gov.uk/2yearolds>

### **Admission to Nursery**

Early learning and childcare provision are non-denominational. Placement in the early learning and childcare class does not guarantee a place in the primary school if a placing request is necessary. All Renfrewshire early learning and childcare classes adhere to the council's admission policy and all applications are dealt with in line with its guidelines.

The head teacher is a member of the local admissions panel which is made up of nursery schools and partnership nurseries. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

Normally children will start at the appropriate time in the term after their third birthday. In some circumstances children may be eligible for a place after their second birthday.

### **Transfer to Primary**

Before leaving their early learning and childcare class, a transfer of information record for each child will be prepared by staff to ensure a smooth transition and continuity of education for the child transferring to primary.

### **Car parking**

Parking in the school ground is very limited and is for staff and disabled parking only. Parent vehicles should not enter the school car park nor should parents walk pupils through the car park. This is for the safety of our pupils. Parents should always park out with the school

grounds and enter via the main pedestrian gate on Old Greenock Road. A path leads round the school to the main entrance

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

### 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

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

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

If a child is absent from school, parents are required to phone or email the school office by **9.30am** 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.

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations, 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 prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## **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.

Bishopton Primary is currently a pathfinder school for Renfrewshire Councils nurture school strategy. As such we are implementing the PATHS Programme across the school. This programme aims to develop pupils pro social behaviour and minimise instances of anti social and bullying type behaviours. More information can be obtained by contacting Mrs Davidson DHT.

## **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 3 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.

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

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

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

### **Medical and Health Care**

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

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

and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider(s). If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents. 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**

Our school is fortunate to have a close link with the local church. The minister/priest assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

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

## **Behaviour and discipline**

At Bishopton Primary School pupil learning and behaviour is generally of a very high standard and as a school we actively encourage this through a number of strategies designed to promote positive relationships and communication.

Effective learning and teaching depends upon the good relationships and positive communication within our classes. Therefore, through our PATHS, Health and Wellbeing programme a series of lessons are taught, by the class teachers at every stage, based on improving relationships, pupil engagement, motivation and emotional literacy.

Class teachers form positive relationships with pupils, design stimulating and engaging programmes of study and employ strategies designed to encourage and motivate all pupils to reach their maximum potential.

As a whole school approach, we actively encourage positive communication and personalised learning by giving our pupils the opportunity to attend a weekly Masterclass activity on a Wednesday afternoon. These activities are fun and exciting for pupils but also planned by teachers using the Curriculum for Excellence benchmarks to enhance our pupils learning experience. The activities will also span Curriculum for Excellence levels, Early (P1), First (P2-4) and Second (P5-7). This gives pupils an opportunity to work with and build relationships with other staff and pupils across the school. Pupils will choose which activity they wish to attend on a four-weekly basis. Each stage will have the opportunity to choose first on a rotational basis to ensure all pupils get the opportunity to attend their first-choice activity at some point in the session.



To achieve this pupil will have to have remained on the '**smiley facial expression**' for the week. Using the classroom '**Positive Expression Emotions Charts**' each day our pupils will start on '**happy facial expression**'. Pupils who do not remain on '**happy facial expression**' even when given two verbal warnings and an opportunity to consider their behaviour will be placed on '**thinking facial expression**' and have a discussion with the teacher as to reason(s) why they have been moved to the '**thinking facial expression**' and what they can do to get back to the '**happy facial expression**'. If the pupil's behaviour does not improve then they will lose time from their Masterclass, 5 or 10 minutes depending on their actions, as determined by the teacher.

There may be some instances of more serious misbehaviour when it is necessary for the pupil to automatically lose either 5 or 10 minutes. Over the course of a week any time(s) lost from Masterclass will be added up by the class teacher and the pupil will be sent to **Reflection Time**. Pupils spend the time they accrued at **Reflection Time** with members of the teaching staff discussing their behaviour and given restorative strategies and advice on ways to avoid a recurrence. Pupils will then re-join their chosen Masterclass Activity. Parents will always be informed by letter if their child has missed time and are encouraged to contact the class teacher or member of the school management team, if they wish to discuss this.

*As P1 pupils are just learning the routines of school they do not take part in Masterclass and have 'Golden Time' instead on a Friday until the third term.*

*Please note during COVID restrictions Masterclass is restricted to within the pupils own class.*

### **House System**

We also run a house system that all pupils and staff are a part of.

The house system also encourages pupils to build positive relationships with staff and other pupils across the school. Pupils will participate in a number of house activities throughout the year including fundraising events, art days and sports challenges.

Pupils can also earn house points for effort that they show in any area of their class life. Points are also used to encourage positive behaviour and pupils will receive 2 points daily for staying on green on the class traffic lights. Each class has a system for recording points and for every 10 points a pupils receives they will earn a merit sticker. Pupils will not necessarily earn a merit sticker every week.

Over the year pupils will work towards their Bronze, Sliver, Gold, Platinum and Diamond award stickers.

10 house point	<b>1 merit sticker</b>	10 merit stickers	<b>Bronze Award</b>
20 merit stickers	<b>Silver Award</b>	30 merit stickers	<b>Gold Award</b>
40 merit stickers	<b>Platinum Award</b>	50 merit stickers	<b>Diamond Award</b>

The points gained through the merit stickers will add to the overall House Points. Every 4 weeks the house that earns the most points over that period will be rewarded with a 'Come Casual Day'. You will be notified of this by letter. Once a year the House Cup is awarded to the winning house.

### **Wet weather arrangements**

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.

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, 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

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

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

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

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

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

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Curriculum for Excellence (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children and young people become

successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

### Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

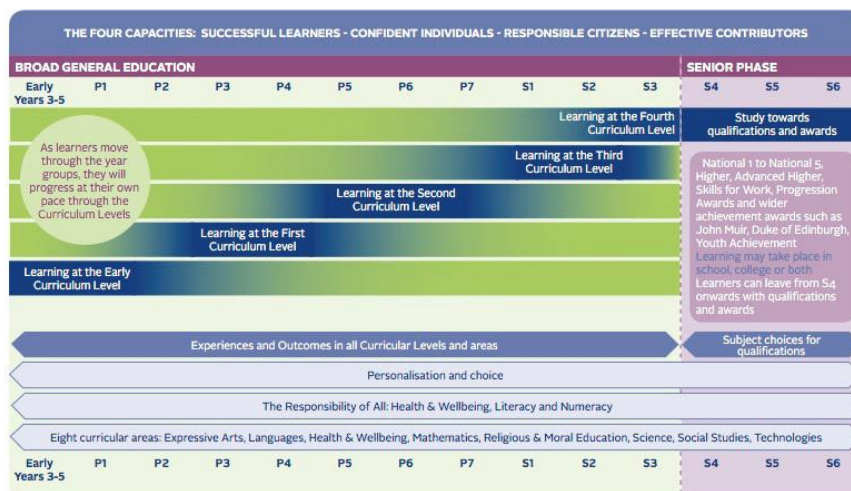
The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and well-being – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, expressive arts and religious and moral education/religious education in Roman Catholic schools.

### The Learners Journey

The Curriculum for Excellence Learner Journey:  
Children and Young People aged 3–18



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.

Depending upon individual needs and aptitudes, some children will start learning at 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.



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

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.

## **Subjects**

### **Expressive Arts (Art, Dance, Drama & Music)**

**Learning through expressive arts enables children to:**

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

### **Religious and Moral Education**

Learning through religious and morale education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature of meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own

### **Sciences**

Children participating in the experience and outcomes in science will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a knowledge and understanding of the big ideas and concepts of the sciences
- develop skills of scientific inquiry and investigation using practical techniques
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

### **Social Studies**

Children participating in the experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present

- develop their understanding of their values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers

### **Technologies**

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- be capable of making reasoned choices relating to the environment, sustainability and the development of ethical, economic and cultural issues

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

#### **Languages and Literacy**

The teaching of language includes **listening, speaking, reading and writing**.

Language is inherent in every activity in school and teachers make use of every situation to develop language skills.

There is provision for the children to improve their **listening** skills and to take part in group discussions and other **speech** activities.

The children experience a carefully graded programme of **reading** activities matched to individual attainment. The basis of the school's reading programme is the "Oxford Reading Tree" series and "Literacy World" (P4 to P7). This provides us with a good core of varied and enjoyable reading material which is well structured and of good literary quality. Children are taught about sources of information and how to use them. Every encouragement is given to read for pleasure.

We recognise that children learn language primarily by using it rather than by studying it and

so we set the children a variety of tasks in continuous **writing** arising from the topic they are studying or perhaps from a television programme or a personal experience. The teacher responds to the content of what is written and also to how well it has been written. Practice is given in the various contributory skills - handwriting, spelling, punctuation and knowledge about language.

### Mathematics and Numeracy

In maths we attach a great deal of importance to understanding and to providing a solid foundation of practical experience and problem solving. About half the time is spent on **number** work but **measurement, shape, information handling** and **problem solving** are essential elements at each stage and are integrated with the number work. The main resource used is Heinemann Mathematics. Following the government's initiatives on improving mathematics education, calculator work is limited to number investigations, while a significant amount of time is spent on **oral, mental arithmetic**.

Number work includes adding, subtracting, multiplying and dividing, place value and fractions, decimal fractions and percentages. This work is supported by the use of concrete aids for as long as necessary and by the calculator from an early stage.

Measurement is practical activity developing concepts in length, weight, area, volume and time. Children start by using natural measures (eg handspans) until they appreciate the need to adopt common measuring units (eg the metre).

Shape work begins with the investigation of 3-D shapes. Children handle, examine, sort and build shapes and later cut out, fit, move, fold, sort and examine flat 2-D shapes.

Information Handling includes the display in graphical form of information collected by the children, and is supported by work on the computer.

In our everyday lives we are regularly required to estimate, use number processes, work with fractions and percentages, manage money and time, make measurements and read information from charts and tables. Therefore, being confident and fluent in numeracy is an essential life skill which increases our opportunities in the world of work.

Developing skills in mathematics and numeracy supports pupils in all areas of learning by providing opportunities to solve problems, develop logical reasoning and think creatively. Pupils' learn to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. These are important life skills and ones which are desired by employers. Learning mathematics offers pupils' the opportunity to pursue further studies including the areas of science, technology and engineering.

At Bishopton it is our policy to promote numeracy and mathematics as essential skills for life and work. We have high expectations for our pupils and employ a wide range of learning and teaching approaches that encourage positive attitudes, confidence and resilience in mathematics. At all stages of learning we promote number discussions to develop skills in understanding, memory, reasoning and language development in mathematics. We encourage children to question, explain their thinking and work collaboratively on problem solving tasks. Practical activities are used to ensure children acquire and understand mathematical concepts. Meaningful links across the curriculum and real life contexts for learning are also provided through focus weeks.

Mental agility is developed with regular ongoing practice of number facts and times tables.

Differentiation of work and tasks and regular assessment ensures that pupils' are given work suited to their particular level of ability.

We also work collaboratively with our Park Mains Cluster schools to develop and share effective teaching and learning ideas which enables our pupils to benefit from a wide variety of learning experiences.

Sources: Parent Zone Education Scotland

Making Maths Count

### **Health and Wellbeing**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for 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 at 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.

Health and Wellbeing in schools covers:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood.

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

### Early Intervention

We recognise that the early years of school are a vital stage in children's learning. Early achievement provides a positive experience of school and helps to shape children's attitudes towards later learning.

### Our approach to relationships, sexual health and parenthood education

At Bishopton Primary school we follow guidance given by the Scottish government and the NHS when teaching about sexual health and relationship education. A support pack of materials has been created by Renfrewshire Council in order to ensure that the content of our lessons is appropriate to the age and stage of the children.

We teach children how to build and keep good relationships with a variety of people. The teaching of sex education explores our awareness of how thoughts, feelings, attitudes, values and beliefs can influence decisions made about relationships with delay being the primary message.

As children grow older and mature, they will learn about sexual health and develop an understanding of the responsibilities of caring and parenthood.

Teaching about our developing bodies is always age and stage appropriate and will use medically correct terminology appropriate to the child's level of maturity and ability. Teaching reflects the ethos of the school and Scotland as a diverse society and will ensure that children are treated with respect and sensitivity when covering these areas of the curriculum.

Before your child embarks on a unit of work linked to the teaching of sexual health and relationship education a letter will be sent home outlining the content that will be covered. If you wish to discuss this further, then please contact the Head Teacher who will arrange to meet with you.

### 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

#### Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for

children within their own community as much as possible. The child's wellbeing plan is the core planning framework for individual support for each child and young person.

## **Support**

All children and young people need support to help them learn and develop. 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 point of their learning journey or throughout the journey.

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

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

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

Independent sources of information and advice nationally include -

**Enquire** – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – [info@enquire.org.uk](mailto:info@enquire.org.uk)

**Scottish Independent Advocacy Alliance Ltd** - a national organisation which promotes and supports advocacy

Telephone – 0131 556 6443

Email – [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

### **Educational Psychology Service**

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

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

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

### **Health and Wellbeing Education**

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

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

Health and Wellbeing in schools covers:



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

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

## **Specialist support service – teachers teaching in more than one school**

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- care experienced children and young people
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

## **Homework**

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

Bishopton Primary 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.

Homework in Bishopton Primary school serves several purposes.

First of all it is a means of giving practice in work which has been taught but requires reinforcement, for example, new processes in mathematics, spelling and vocabulary work for preparation of word lists or reading passages.

Secondly, it is an opportunity to give children responsibility for additional study, such as keeping abreast of current affairs, asking family and friends for information which will enhance their topic work, or promoting the use of the local library for research.

Thirdly, it can be for catching up with uncompleted work.

Each session, your child's class teacher will provide a more detailed account of the type of homework which will be given and the amount of time which should be spent on this. Each child is issued with a homework diary, which comes in different forms at different year stages. As well as a means of recording assignments, it should serve as a channel of communication between home and school to permit parents and teachers to make constructive comments, and to draw each others' attention to any concerns.

Parents are asked to sign homework to indicate that:

- the child has shown them their homework;
- they are satisfied that their children have put their best effort into their work.

If you feel your child is struggling with the homework which has been set please alert the teacher by a note in the homework diary and further help can be given.

## Developing the Young Workforce

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

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

The four main areas are:

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

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work;
- Engaging employers;

- Broadening the reach of the programme;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

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

The range of activities can include:

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

## **Extra Curricular Activities**

Each year various extra-curricular activities are organised by teachers, active school co-ordinator, former pupils and parents. These take place before school, at lunchtime or at the end of the school day. Examples of these are Play Club, Running Club, Street Dance, Badminton and Rugby run by Active Schools. There is also a Football Club, Basketball Club, and Chess Group.

*Please note that these clubs may or may not run depending on current COVID restrictions.*

## 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; and
- express their views on school education generally and work in partnership with their child's schools.

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

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

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

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

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

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

### **Parent Teacher Association**

The PTA are a subgroup of the Parent Council. If you are interested in helping with fundraising within the school please contact the Parent Council.

### **Home School Links**

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

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

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

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

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

### **Pupil Council**

Every year each class from Primary 1 – 7 vote for a member to represent their class on the school's pupil council.

### **Community Links**

The main service which the school offers to the local community is in providing a sound education for its children. This includes teaching the children to recognise their responsibilities towards the community and to share in the community's values. The

environmental studies curriculum, for example, gives due emphasis to local studies and to issues such as conservation.

The school building is also a home for an extensive community education programme.

The school maintains close links with other agencies in the community who share a common concern for the children's interests and well-being.

### 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 the Community Facilities Section. 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 computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the EU General Data Protection Requirement and can only be shared or disclosed in accordance with the law.

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

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

## Information in Emergencies

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

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

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

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

### Important Contacts

[schools to add to council statement]

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#### Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:csdirector@renfrewshire.gov.uk">csdirector@renfrewshire.gov.uk</a> 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.mcquiere@renfrewshire.gov.uk](mailto:morag.mcquiere@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 Facilities Section	Renfrewshire Leisure 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youth@renfrewshire.gov.uk">youth@renfrewshire.gov.uk</a> Phone: 0141 889 1110
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#### Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0300
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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 printing, there could be changes affecting any of the contents before or during the course of the school year or in future school years.

## **Parent feedback**

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

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: [cshdatapolicy@renfrewshire.gov.uk](mailto:cshdatapolicy@renfrewshire.gov.uk)