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Welcome from the Head Teacher

Dear Parent/Carer

Welcome to Langcraigs Primary School. This handbook is your guide to the school. It will provide you with information on all aspects of life and work within the school. I hope that you will find it helpful and informative.

In Langcraigs we aim to provide a happy, secure and health promoting learning environment where your child will be encouraged to work hard, to develop social talents and abilities and to take pride in their achievements. We strive to provide all our pupils with a wide range of learning opportunities and our aim is to encourage pupils to be confident individuals, responsible citizens, effective contributors and successful learners.

I look forward to working with you to achieve these aims and to provide a quality education for your child.

If at any time there is any matter you wish to discuss, please do not hesitate to get in touch.

Yours sincerely



Graeme Maclean
Head Teacher

Our Vision

To provide all our pupils with a range of experiences which will equip them with the skills and knowledge required to meet the challenges they will face throughout their lives.

Our Values

These are the values we work towards at Langcraigs and they are the result of a consultation exercise with parents, pupils, staff and our partners.

Honesty

Respect

Responsibility

Compassion

Effort

Our Motto

All our pupils had the opportunity to think of a school motto and the eventual winning motto was voted by our Pupil Council and is as follows:

“Onwards and Upwards”



School Aims

In Langcraigs Primary we aim to:-

- Promote a positive ethos which reflects our five core values.
- Encourage and enable all our pupils to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- Provide a broad relevant coherent and progressive curriculum which offers our pupils challenge, choice and enjoyment.
- Provide a range of teaching and learning approaches which take account of individual needs.
- Provide equal opportunities for all our pupils.
- Promote healthy lifestyles.
- Provide appropriate resources which support learning and teaching.
- Provide our community with a welcoming, efficient and effective school.



Service Pledges

Standards and Expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

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

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school

- community; and
- being involved in the school.

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

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

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

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

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



About Our School

School Staff

Management Team

Head Teacher	Mr Graeme Maclean
Depute Head Teacher	Mrs Alison Hill
Principal Teacher	Mrs Linda Love

Class Teachers

Miss Lisa Stewart	P1
Mrs Linda Love	P1/2
Miss Eilidh McMillan	P2
Ms Annice Callery	P2/3
Miss Barbara Dixon/Mrs Amy Herron	P3
Miss Sarah Colquhoun	P4
Mrs Deborah Dickson	P4/5
Mr Philip Lardner	P5
Mrs Angela Mullen	P6
Miss Hailey Mitchell	P6/7
Miss Elaine Wilson	P7

Non Class Contact Cover

Miss Gemma McLennan/Mrs Mitch Murphy

Support Staff

Business Support Officer	Mrs Joanne Duffy
Senior Clerical Officer	Mrs Elena McMenemy
Clerical Assistant	Mrs Linda Robertson
Classroom Assistants	Mrs Rosie Smith
	Mrs Diane Young
	Mrs Mandy Anderson
	Miss Rachel Jardine

Classroom Assistants (ASNA)	Mrs Deborah Wilson Mrs Karen Kearney
Janitor	Position Vacant
Cleaning Supervisor	Mrs Irene Stevenson
Catering Manager	Mrs Liz Murray
Lunchtime Supervisors	Mrs Morag Goodwin Mrs Lorraine Wilson
Home School Link Worker	Mrs Helen Orr
Visiting Teacher for Brass Tuition	Mr Michael Howie
Active Schools Co-Ordinator	Miss Nicole Brown

School Information

Langcraigs Primary was built in 1956. It offers modern facilities combined with traditional spacious accommodation and architectural features.

The school is non-denominational covering Primary 1 to Primary 7.

The design of the school is such that it is easily accessible for pupils and parents with physical disabilities and who may require a wheelchair. It has a lift, ramps and dedicated parking spaces to ease access.

School Contact Details

- phone number: 0300 300 0166
- email address: langcraigsenquiries@renfrewshire.gov.uk
- write to or visit us at: Langcraigs Primary School
Glenfield Road
Glenburn
Paisley
PA2 8QE
www.langcraigs.renfrewshire.sch.uk

Parent Council Contact Details

The Parent Council can be contacted via the school.

School Roll

Present Roll 283
Agreed Capacity 329

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

Current Roll: **P1:** 39 **P2:** 45 **P3:** 39 **P4:** 39 **P5:** 40
 P6: 39 **P7:** 41

Occasionally numbers are such that composite classes need to be established. Under these circumstances composite classes would be formed based upon Language/Maths groupings.

School Year

First Term	Return date for Teachers	Wednesday 12 August 2020 (IS)
	In-service Day	Thursday 13 August 2020 (IS)
	Return of Pupils	Friday 14 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 Monday 19 October 2020 (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	Wednesday 23 December 2020 to Tuesday 05 January 2021 (inclusive)
Second Term	Schools re-open	Wednesday 06 January 2021
	Mid Term break	Monday 08 February 2021 to Wednesday 10 February 2021 (inclusive)
	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	Monday 28 June 2021

Teachers return Thursday 12 August 2021.

School In-service Days

- Wednesday 12 August 2020
- Thursday 13 August 2020
- Monday 19 October 2020
- Wednesday 10 February 2021
- Tuesday 04 May 2021

School Dress

Formal School Uniform:

White shirt / blouse with blue and yellow Langcraigs school tie

Grey cardigan / jumper

Grey trousers / grey skirt / grey pinafore

Grey blazer with school badge

Black school shoes

Informal School Uniform:

Blue sweatshirt

Yellow polo-shirt

Grey trousers / grey skirt / grey pinafore

Black shoes



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.

Registration and Enrolment

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

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

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

Induction procedures for pupils starting school and their parents

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

Class Organisation

This session, our classes are organised as follows:

P1 (24 pupils)	P1/2 (15 P1s + 7 P2s)	P2 (28 pupils)
P2/3 (10 P2s + 13 P3s)	P3 (26 pupils)	P4 (30 pupils)
P4/5 (9 P4s + 16 P5s)	P5 (25 pupils)	P6 (30 pupils)
P6/7 (9 P6s + 14P7s)	P7A (27 pupils)	

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. Assessments of pupils are based on the evidence of : what pupils say, what pupils write, what pupils make, what pupils do and observation of how they go about their tasks and activities.

We operate a policy of continuous assessment from Pr.1 to Pr.7. Each child has a folder where samples of work, results of formal tests and work covered during each term are kept. **Following assessment, the class teacher will plan pupils' next steps in learning.**

During term 3, P1, P4 and P7 pupils complete a standardised assessment (SNSA), which assesses literacy and numeracy skills.

At present a written report is received by parents every session. This report is issued in Term 2 and discussed with parents during Parents' Night. This report gives an indication of pupil attainment and next steps in learning.

Curriculum for Excellence Levels are as follows:

- Pupils in Primary 1 work on Early Level experiences and outcomes.
- Pupils in Primary 2-4 work on First Level experiences and outcomes.
- Pupils in Primary 5-7 work on Second Level experiences and outcomes.

If at any time during the year you have reason to be concerned about your child's progress or welfare, please do not hesitate to contact the school in the first instance, to arrange to speak with the Head Teacher or Depute Head.

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.

Summary of the School Improvement Plan

Progress of Main Improvement Tasks 2018/2019

Moderation of Reading

All staff participated in moderation of reading training. They then undertook moderation within their classes and worked alongside cluster colleagues to discuss and share their views on pupils' work. Teachers gained confidence with the assessment of reading and this will be further developed in session 2019/2020.

Develop a new Listening & Talking programme of study

A new tracking system was developed which incorporates the national benchmarks. This has given teachers greater confidence when assessing Listening and Talking. New planning sheets were also introduced which has ensured the progression and development of skills as pupils progress through the school.

Implement UNCRC across the school

P7 pupils delivered a presentation to the whole school to raise awareness of UNCRC. All pupils were then involved in producing class charters to ensure that children's rights are incorporated into everyday life within Langcraigs.

Develop pedagogy into P2 and P3

P2 developed learning through play throughout most of last session, with our pupils gaining an ability to make choices and work independently. Some aspects of active learning were implemented in P3 and this will be further developed in 2019/2020.

Development of SEAL maths into other stages in the school

SEAL was used implemented effectively in many classes, which contributed to the school's overall attainment in maths increasing from the previous year.

Develop a school anti-bullying policy

A working group consulted with pupils, staff and parents, resulting in an anti-bullying policy being produced. In 2019/2020, this will be shared with relevant partners and be implemented throughout the whole school.

Development of outdoor learning throughout the school

This will be developed fully in session 2019/2020.

Main Improvement Tasks for 2019/2020

- Moderation of Writing & Maths
- Development of a curriculum rationale
- Development of PATHS across the whole school

- Continued development of active learning in P1-P3
- Development of outdoor learning at P3-P5
- Development of local community enterprise at P6-P7

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.

Langcraigs Primary School is an associated primary school of Gleniffer High School

Head Teacher is Lisa Chalmers telephone: 0300 300 1313

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Car Parking

One dedicated parking space has been created to ease access for people with disabilities. **Please do not use this space without authorisation.** In the interests of safety to our pupils, the school gates are closed from 8.50am – 9.10am and from 2.50pm – 3.10pm.

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 or carers of our pupils, to make sure they are safe, happy and able to benefit for the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may impact on your child's wellbeing.

School Security

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

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).

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.

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.

Mobile Phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones 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 they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing 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 call in 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/article/2303/School-meals>.

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.

Langcraigs Primary has its own kitchen and an excellent choice of dinners or snacks is available, provided by our catering manager Mrs Liz Murray and her staff, Mrs Lorraine Wilson and Mrs Morag Goodwin are our dining hall supervisors. Members of staff also assist with the supervision of school meals and packed lunches. Should your child require a special diet on medical or religious grounds please discuss this with the school.

We operate a cash cafeteria system which runs as follows:

The children choose from a selection of nutritionally balanced meals. School meals are priced at £2.25.

The three week menu will be given to all P1 parents before their child starts taking school meals. Parents are always welcome to visit the cafeteria, particularly when their child begins taking meals for the first time.

Children may also bring a packed lunch to school. **Please remember to keep food and drink in a separate container from your child's school bag.**

Glass containers must not be brought to school. We ask that drinks supplied for packed lunches are in cartons or plastic bottles.

We do not allow children to leave school grounds to purchase a meal or snack.

Research has shown that drinking water can improve children's attention skills. **Pupils are encouraged to bring a filled bottle of plain water to sip during the day.** Three water coolers are also available for children's use.

Milk, fruit juice, toast and fresh fruit can be purchased during the morning interval. **As we are a health promoting school, sweets, crisps and fizzy drinks are not sold.**

School Transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or Children's

Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

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

Pick-up Points

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

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

Placing Requests

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

Assisted Support Needs

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

Playground Supervision

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

The school janitor, classroom assistants and additional support needs assistants are present in the P3 - P7 playground. Classroom assistants and pupil monitors are present in the P1 - P2 playground during all breaks. Specific areas are allocated for football and our classroom assistants provide a variety of games to play in particular areas of the playground.

Pupils Leaving School Premises at Breaks

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

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

Equalities

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

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

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

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

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

Medical and Health Care

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

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

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

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

Religious Observance

Our local minister assists with the Christianity element of Religious and Moral Education and provides various opportunities throughout the year for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

Religious observance takes place at various times throughout the year in the school hall and through class assemblies. A harvest festival is held in school, where food parcels, donated by pupils, are distributed to our local senior citizens.

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

Positive attitudes to behaviour are always encouraged.

The main objective of our Discipline Policy is to prevent the incidence of indiscipline rather than try to cure it after it has happened.

Our whole school discipline system is called 'It's Good to be Green'.

This approach has implications in many areas:

- Providing a wide, well balanced curriculum for the child.
- Making sure that children are learning at their own ability level and achieving success. Staff and pupils showing care and respect for each other.
- Expecting high standards through praise and encouragement.
- Ensuring our school is a welcoming and attractive place.

Parental Support with Discipline

At the beginning of each session P1 parents are issued with detailed information on our school discipline policy.

We encourage our children to acquire positive social values, particularly in relation to good manners, courtesy and in caring for their environment, e.g. no dropping litter. We believe a code of behaviour is learned in the child's home, and that parents are the prime educators of their children. We therefore look to our parents for their support in stressing the importance of these values.

Indeed, the partnership between home and school is vital if such values are to be consistently reinforced.

The majority of children react well to praise and consistent behaviour from adults and these children are rewarded by various means for their good behaviour.

There are always children however, who, for various reasons, may cause disruption. We regard parents' co-operation and involvement with us in modifying unacceptable behaviour as a crucial factor in helping their child.

If behaviour in school is unacceptable, parents are notified at the early stages in order to prevent a decline in educational attainment. We particularly appreciate and value the co-operation of parents. Often this same behaviour is noticed at home and is equally concerning to parents. Working together is in the best interests of the child in promoting good behaviour and therefore educational progress.

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.

Wet Weather Arrangements

When weather conditions are poor children spend playtime / lunchtime indoors. They choose from a variety of table top activities e.g. drawing, reading, colouring in, jigsaws etc. During wet breaks children are supervised by classroom assistants, promoted members of staff and Primary 7 monitors. On miserable wet mornings please time your child's arrival at school for 8.50am. Due to lack of adult supervision we cannot open the doors before this time.

Curriculum

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 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

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

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

Curriculum for Excellence

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:

Subjects

The curriculum consists of eight main subjects:

- Literacy & English
- Numeracy & Mathematics
- Health & Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Technologies
- Sciences

Literacy & English

The main elements of this subject are:

Reading, Writing, Listening and Talking.

Reading in the **Early Stages (P1 – P3)** is taught using a combination of look and say (word recognition) and phonic (a, c, dr etc. Sounds) training.

The early stages reading scheme is 'Oxford Reading Tree', a colourful, stimulating scheme which encourages reading to be fun. Our phonic programme, "Jolly Phonics". This has proved to be most successful in training children to read, write and spell.

In the **Upper Stages (P4 – P7)** our reading scheme is Oxford University Press, Project X Origins, which encourages developmental reading in addition to providing a structure for acquiring skills in listening, talking and writing. We also

use novels, newspapers and internet articles as stimulus for reading.

To further ensure progression and provide reinforcement the following schemes are also used:-

Writing	'Big Writing' 'Oracy' 'Reasons for Writing' 'Scholastic' 'Jolly/Nelson Grammar'	Talking	'The Spoken Word'
Listening	'Listen and Do' 'English Alive' 'Oracy'	Spelling	'Jolly Phonics' 'Nelson Spelling'



Modern Foreign Languages

French is taught throughout all stages in Langcraigs School as per The Scottish Government's policy for pupils to learn a modern language from an early age.

As well as talking and listening, the children are now being taught aspects of reading and writing in their foreign language. From P5 upwards, pupils are beginning to experience a second modern foreign language e.g. German.

Numeracy & Mathematics

The main elements of this subject are:-

- Problem solving and enquiry skills
- Information handling
- Number, money and measurement
- Shape, position and movement

One of the major changes in Mathematics has been the emphasis on oral maths i.e. mental agility exercises which train children to carry out maths processes 'in their heads'. At Langcraigs, we do encourage children to learn 'number facts' and tables. However, of equal importance, is the opportunity for pupils to apply their mathematical knowledge to solving problems in real life.

Our maths planners have been revised to take account of Curriculum for Excellence and more emphasis is being placed on active methodology throughout the school.





Health & 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 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
- 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; and
- Relationships, sexual health and parenthood.

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



Social Studies

Social Subjects are normally studied as part of a topic e.g.

Scottish Wars of Independence	(History Based)
Europe	(Geography Based)
Paisley	(Local Study)
Parliament	(Society Based)

All children will have experienced a balanced variety of subjects throughout their years at primary school.

Our aim is to help the child learn more about our own and others' environments. Thus in Primaries 1 and 2, the child is involved in finding out more about themselves, their families and their own immediate environment.

As they progress through the school the children will develop an awareness of other places and past times.

Some classes will be involved in local studies and make 'field trips' to study certain local areas, e.g. Local shops, Gleniffer Nature Reserve, Paisley Heritage Trail, Sma' Shot Cottages, Scotland Street School (Charles Rennie Mackintosh Topic).



Expressive Arts

The main elements of this subject are:

- Art
- Drama
- Music
- Dance





- **Art:** work is often linked to a Topic and greatly enhances the appearance of the school. Teachers follow a structured Art & Design package.
- **Drama:** takes many forms – from role play in the house corner to performing in class assemblies to pupils and parents, or presenting aspects of the current topic being studied in class. Renfrewshire Drama guidelines are used at all stages.
- **Music:** is taught through a straightforward approach using 'Music Express' and 'Silver Burdett', a structured scheme developed for use in Primary School.
- At Primary 6 and Primary 7 stages every child is given the opportunity to play a brass instrument. They are given a test to discover their aptitude for music. Those who are successful are tutored by our visiting brass instructor, Mr Mike Howie.
- P4 & P5 pupils participate in the 'Go for Bronze' vocal training programme.
- **Dance:** A mix of traditional and modern dances are experienced by our pupils.

Religious and Moral Education

- Our programme of religious and moral education is linked to the Education Authority's Religious and Moral Education Guidelines. Religious Education which is currently under review with the introduction of 'A Curriculum for Excellence'.
- The aims of Religious and Moral Education are to help pupils understand the nature of religion and to encourage them to seek their own understanding of the religious dimensions of life and develop an understanding and

awareness of our multicultural society.

- In Langcraigs, pupils study three world religions: Christianity, Judaism and Islam. Each primary stage follows four R.E. topics per session. For example in Primary 2 children will study – Harvest (Christianity) – The Nativity Play (Christianity, Welcoming a Baby (Judaism), Eid ul Fitr (Islam).

Technologies

- The school is well equipped with ICT resources. Room 17 is currently dedicated to ICT, with 20 PC's; 2 laser printers; an interactive whiteboard; a laptop PC plus projector. This room is timetabled to ensure that all classes can access it.
- Classrooms are equipped with a variety of iMac, eMac and iBook laptop computers. An additional laptop computer, projector and interactive whiteboard are also available for use in classrooms.
- All of our classrooms are equipped with a wall mounted smartboard which greatly enhances pupils learning experiences. Our gym hall is equipped with a large screen which is used for whole school assemblies and presentations.
- The school makes use of the online resource GLOW "a remarkable innovation which aims to link the nation's schools in a network of education activity, creativity accomplishment plus success".
- Technology – Children are involved in a range of technological activities with the emphasis on a practical, "hands-on" approach
- Children are also involved in updating our school website, which you can visit on www.langcraigs.renfrewshire.sch.uk





Sciences

We have in place a structured science programme which is used throughout the session.

The main elements of this subject are:

Living Things and the Processes of Life

Energy and Forces

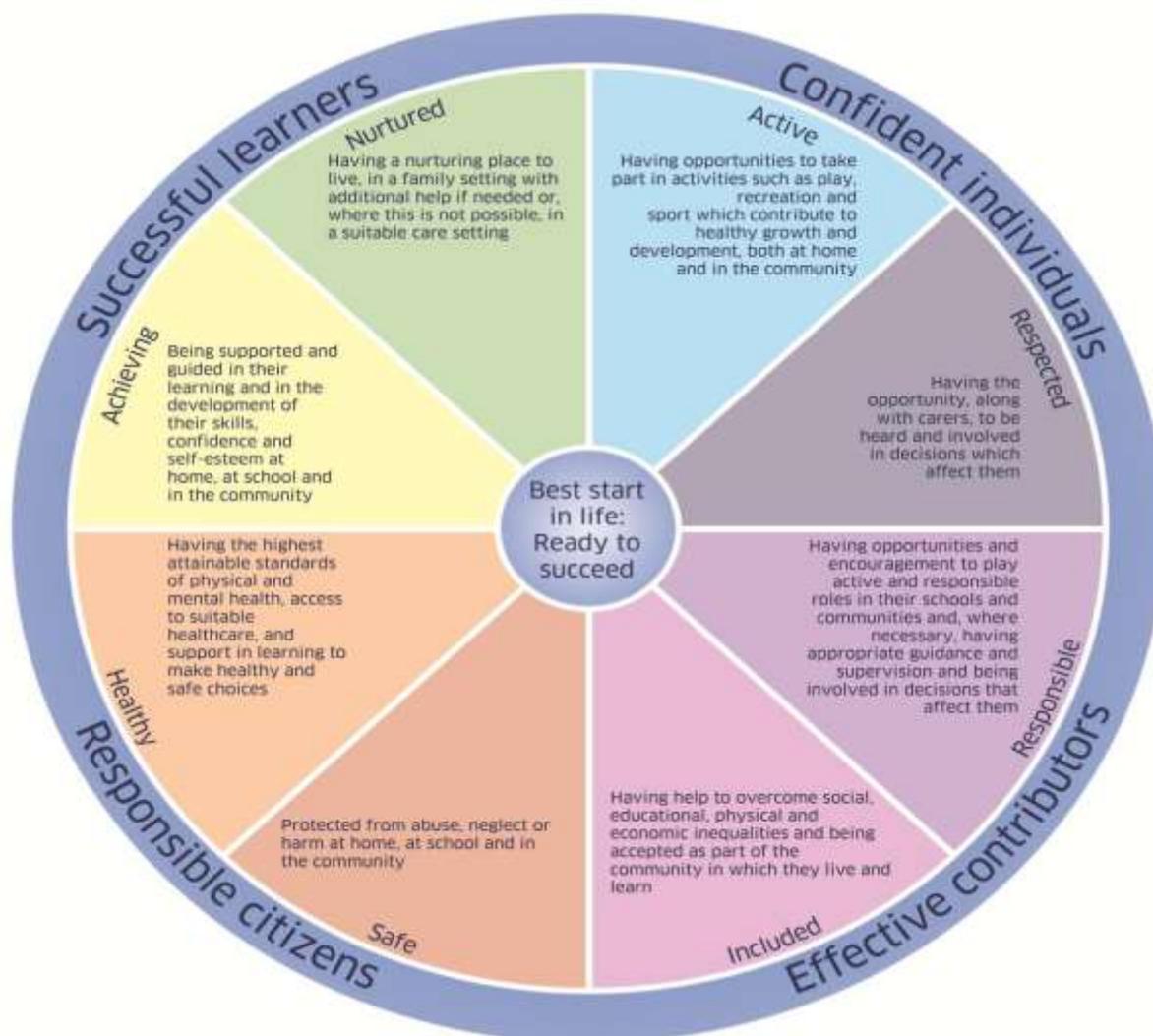
Earth and Space

Getting It Right For Every Child (GIRFEC)

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

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here:

<https://www.gov.scot/Publications/2016/03/5084/1>



Additional Support For Learning

At Langcraigs, our Depute Head Teacher organises additional support for any pupils who have been identified as requiring extra input.

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 points of their learning journey or throughout the journey.

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

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

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

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 0131 556 6443

Email – 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.

Health and wellbeing cannot exist in a vacuum. It 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;
- 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.

Langcraigs 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 is given regularly, both to encourage good working habits and to keep parents in touch with their child's school work. It is most helpful if you keep to a regular "quiet time" at home when homework is being completed.

At the beginning of every new school year, parents will be given information about the homework tasks their children will be expected to do. Your child will be issued with a homework notebook in August. This will give specific details related to your child's stage. On average, the amount of time which should be spent on homework is as follows:

at P1 – 3 about 10 minutes each night

at P4 – 5 about 15 minutes each night

at P6 – 7 about 20 minutes each night

Homework will usually be practice or revision of a skill or process which the pupil has been taught in class, i.e. Reading, Maths or Spelling work. Current research in Mathematics indicates that children need lots of oral practice to help them improve their mental agility. Pupils are encouraged to learn and memorise addition and subtraction facts as well as multiplication tables. In Langcraigs we have introduced Maths homework sheets which reflect this research. At the early stages particular emphasis is put on aspects of number, money and time, which we feel are important "life skills" for every child.

P4 – P7 will have two research based assignments to complete each session.

Each term, parents will be given information about the content of their child's learning.

Role of Parents

Through your homework information sheets, you will know exactly what your child will be given for homework, the expected **content** and the acceptable **amount of time** which should be spent on homework tasks. This information should help avoid the situation which occasionally arises, when children say they have no homework - **they have!** So please enquire. Once a month, every child will complete all their school work in their Home Link jotter. This lets parents see what their child has done in class during the day. Parents are encouraged to sign and comment in the jotter.

Parental interest and support is most appreciated, both in ensuring that tasks are completed and in signing the task as an indication that your child has done or has attempted the work 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

A wide range of activities for pupils are arranged by our active sports co-ordinator. These include badminton, football, basketball, athletics, hockey and tennis.

Parents and friends willingly give up their free time to provide activities for our pupils. These activities give our children the opportunity to take part in and experience different challenges which contribute significantly to their overall development. Below are some of the activities available throughout the session:-

Discos & Evening Events	--	Parent Council
Lunchtime and Afterschool Clubs	-	Renfrewshire Sports Co-ordinators
Football Training	-	Active Schools' Coaches
Homework Club	-	Mrs Hill
Supported Study Clubs	-	Various teachers
Aerobics Club (Mini Movers)	-	Mrs McMenemy
Breakfast Club	-	Mrs Smith & Mrs Wilson

Primary 6 undergo swimming lessons at the Lagoon Leisure Centre.

A residential trip is planned for P6 and P7 pupils every second year and in April 2020, our pupils will spend four days at Lockerbie Manor.





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 Council

At Langcraigs our Parent Council play an active role in our school and the office bearers are as follows:

Chairperson:	Mrs Jacqueline Gold
Vice Chairperson:	Mrs Stephanie Thomson
Treasurer:	Mr David McGregor
Secretary:	Mrs Laura Pattison
Staff Representative:	Mr Graeme Maclean & Mrs Linda Love

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 with 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.

Langcraigs staff work hard to encourage meaningful links between home and school. We try to keep parents informed of all school events by sending monthly newsletters, various information sheets, texts and updates via the school website.

Sometimes children forget they have been given a letter from school **so please do check your child's school bag every day.**

Parents are kept informed of their child's progress through school reports and Parents' Evenings, which are held in October and March.

During our Pre-School programme, parents will meet our Home-School Link Worker, Helen Orr. Helen visits our school one and half days per week and her role is to foster links between home and school.

You are most welcome to visit the school at any time but it is preferable to telephone first to find the best time.

The development of the child is the combined responsibility of both the parents and the school and education should be a partnership between home and school.

Your active support and interest in your child's education will greatly enhance their progress in school. We feel that children respond well when praised and feel even better when they can show their school successes to their proud parents

In order to help parents gain an insight into children's learning we offer Maths, Language and Homework workshops, paired reading activities, information on drug awareness and an open afternoon, prior to our parent/teacher meetings in March.

We greatly appreciate the involvement of parents in accompanying children on school trips and assisting teachers in practical class activities. In the interests of safety, parent helpers are required to be disclosure checked.

Citizenship Groups

On one Monday every month, all our staff take a group of children from P1-P3 / P4-P7. These groups work on ECO related activities, which ensures that all our pupils throughout the school are playing a role in being responsible citizens while working alongside pupils from different stages.

Pupil Council and ECO Committee

In Langcraigs Primary we believe that pupils should have a say in how the school is run. We have a Pupil Council and an ECO Committee which consists of representatives from Primaries 4,5,6 and 7. They meet regularly with our Depute Head Teacher to discuss ideas for improvement and how they can be implemented.





Community Links

The school identifies closely with the community through as many links as possible. Children distribute food parcels to the elderly within the local area following our Harvest Festival. We invite local pensioners to join with us in our Christmas Festivities and we regularly participate in fund raising events for charity. Excellent links exist with Glenfield Nursery, Glenburn Nursery and Gleniffer High School. We involve the local community with our learning programmes and through educational excursions.

Visitors

Throughout the session we invite visitors from the local community to talk with our children and plan visits and activities out with the school.

We have had visitors from the following organisations:- Community police, Renfrew District Good Dog Campaign, Dental Hygienist, Fire Safety Officers, Quarrier's Homes, Storytellers. PACE Theatre Company, Zoolab, Gleniffer Rangers and very important visitors – Grandmas and Grandpas.

Visits

During the sessions our pupils take part in educational visits which would normally be an integral part of their Social Studies Topic.

Many of our classes make an arranged visit to Glenburn Library and we encourage all pupils to take out a membership ticket.

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, or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is

going to take longer than this, we will contact you to discuss timescales.

- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

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

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

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

Information in Emergencies

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

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

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

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

Important Contacts

Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email sw@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service Senior Home Link Workers

	c/o West Primary School Newton Street Paisley PA1 2RL	Email morag.mcguire@renfrewshire.gov.uk margaret.mcmanus@renfrewshire.gov.uk Phone: 0300 300 1415
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Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
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Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk 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/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent Feedback

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

Your feedback will help us to improve our handbook.

- | Did you find | Please tick |
|----------------------------------|--|
| 1. the handbook useful? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. the handbook easy to use? | <input type="checkbox"/> Yes <input type="checkbox"/> 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: cstatapolicy@renfrewshire.gov.uk