

Contents

| | |
|---|----|
| Contents | 1 |
| Welcome from the Head Teacher | 4 |
| Our Values | 5 |
| School Aims | 7 |
| Service Pledges | 8 |
| Standards and expectations..... | 8 |
| About Our School..... | 10 |
| School staff | 10 |
| School Information..... | 11 |
| School day..... | 11 |
| School year | 14 |
| School in-service days | 14 |
| School dress..... | 15 |
| Registration and Enrolment..... | 17 |
| Induction procedures for pupils starting school and their parents | 17 |
| Class Organisation | 17 |
| Assessment and Reporting..... | 17 |
| Summary of the School Improvement Plan..... | 18 |
| Strategic Improvement Priorities | 18 |
| Actions/Interventions..... | 18 |
| The Scottish Attainment Challenge..... | 19 |
| Transfer to Secondary School | 19 |
| Car parking | 20 |
| Care and welfare | 20 |
| School security | 20 |
| Attendance and absence | 20 |
| Bullying..... | 21 |
| Safeguarding including child protection | 21 |
| Mobile phones..... | 21 |
| School meals | 22 |
| School transport..... | 23 |

| | |
|---|----|
| Pick-up points | 23 |
| Placing requests | 24 |
| Assisted support needs..... | 24 |
| Playground Supervision..... | 24 |
| Pupils leaving school premises at breaks | 24 |
| Equalities | 24 |
| Medical and Health Care | 25 |
| Religious Observance..... | 25 |
| Managing positive behaviour | 26 |
| Wet weather arrangements..... | 26 |
| Curriculum Matters | 27 |
| School curriculum..... | 27 |
| Curriculum for Excellence | 28 |
| Getting it Right for Every Child (GIRFEC) | 39 |
| Additional Support for Learning | 39 |
| Inclusion..... | 39 |
| Support..... | 40 |
| Universal support | 40 |
| Targeted support..... | 40 |
| Educational Psychology Service..... | 41 |
| Health and Wellbeing Education..... | 41 |
| Specialist support service – teachers teaching in more than one school..... | 42 |
| Homework | 42 |
| Developing the Young Workforce..... | 42 |
| Extra Curricular Activities | 44 |
| Parental Involvement..... | 46 |
| Parent Teacher Association | 47 |
| Whole Family Wellbeing | 47 |
| Pupil Council | 48 |
| Community Links | 49 |
| School Lets | 50 |
| Other Useful Information | 50 |
| Listening to learn - complaints, comments and suggestions | 50 |
| Data Protection..... | 51 |
| Information in Emergencies | 51 |

| | |
|------------------------------|----|
| Important Contacts | 52 |
| Websites..... | 53 |
| Glossary | 54 |
| Parent feedback | 55 |
| Tell us what you think | 55 |

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 Values

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

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

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



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 School 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.

Respect

Effort

Achievement

Caring

Responsibility

(R E A C H)

Our Motto

All our pupils had the opportunity to think of a school motto and the eventual winning motto was voted for 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
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

By law, you must make sure your child receives an education.
As a parent/carer, you can help your child by:

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

The Education (Scotland) Act 1980 uses the broadly framed definition of 'parent'. This is as follows:

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

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

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

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



About Our School

School staff

Management Team

| | |
|---------------------|-------------------|
| Head Teacher | Mr Graeme Maclean |
| Depute Head Teacher | Mrs Alison Hill |
| Principal Teacher | Mrs Angela Mullen |

| | | |
|-----------------------|--|------|
| Class Teachers | Ms Annice Callery | P1A |
| | Miss Emma MacKay | P1B |
| | Mrs Deborah Dickson | P2 |
| | Miss Eilidh McMillan | P2/3 |
| | Mrs Claire de Lange/Mrs Chloe Kay | P3 |
| | Miss Kirstin McLachlan | P4 |
| | Miss Barbara Dixon/ Mrs Gemma Cromar | P4/5 |
| | Miss Karen Gleeson/ Mrs Angela Mullen | P5 |
| | Miss Lisa Stewart | P6A |
| | Miss Elaine Wilson | P6B |
| | Mr Philip Lardner | P7A |
| | Miss Sarah Colquhoun | P7B |

Non-Class Contact Cover / Support for Learning Teachers

Mrs Mitch Murphy, Mrs Gemma Cromar, Mrs Katy Burns

Support Staff

| | |
|--------------------------|---------------------|
| Business Support Officer | Mrs Joanne Duffy |
| Senior Clerical Officer | Mrs Linda Robertson |
| Clerical Assistant | Mrs Elena McMenemy |
| Classroom Assistants | Mrs Rosie Smith |
| | Miss Claire Fender |
| | Miss Rachel Jardine |

| | |
|---|--|
| Classroom Assistants (ASNA) | Mrs Deborah Wilson Mrs Karen Kearney Miss Louise Swanson Miss Jacqueline McNaught |
| Senior Facilities Operator Lunchtime Supervisors | Mrs Marianne Gray Mrs Morag Goodwin |
| Home School Link Worker | Mrs Helen Orr |
| Visiting Teacher for Brass Tuition | Mr John Paul O'Hagan |
| Active Schools Co-Ordinator | Miss Sam Elliot |

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

School Year

Term 1 (August – December); Term 2 (January – March); Term 3 (April – June)

School day

| | |
|-----------|-------------------|
| Morning: | 9.00am – 12.15pm |
| Interval | 10.30am - 10.45am |
| Lunch | 12.15pm – 1.00pm |
| Afternoon | 1.00pm – 3.00pm |

School year

| | | |
|-------------------------------|-------------------------------------|---|
| First Term | In-service Day | Wednesday 14 August 2024 (IS) |
| | In-service Day | Thursday 15 August 2024 (IS) |
| | Schools re-open | Friday 16 August 2024 |
| | September Weekend | Friday 27 September 2024 and Monday 30 September 2024 (inclusive) |
| | Schools re-open | Tuesday 1 October 2024 |
| | In-service Day | Friday 11 October 2024 (IS) |
| | October holiday (schools closed) | Monday 14 October 2024 to Friday 18 October 2024 (inclusive) |
| | Schools re-open | Monday 21 October 2024 |
| | St Andrew's Day | Monday 2 December 2024 |
| | Schools re-open | Tuesday 3 December 2024 |
| | Last day of session | Friday 20 December 2024 |
| | Christmas / New Year Schools closed | Monday 23 December 2024 to Friday 03 January 2025 (inclusive) |
| | Second Term | Schools re-open |
| In-service Day | | Friday 14 February 2025 (IS) |
| Mid-term break | | Monday 17 February 2025 to Tuesday 18 February 2025 (inclusive) |
| Schools re-open | | Wednesday 19 February 2025 |
| Spring Holiday Schools closed | | Monday 7 April 2025 to Monday 21 April 2025 (inclusive) |
| Third Term | Schools re-open | Tuesday 22 April 2025 |
| | May Day | Monday 05 May 2025 |
| | Schools re-open | Tuesday 06 May 2025 |
| | In-service Day | Friday 23 May 2025 (IS) |
| | Local holiday (schools closed) | Monday 26 May 2025 |
| | Schools re-open | Tuesday 27 May 2025 |
| | Last day of session | Friday 27 June 2025 |

Teachers return Thursday 14 August 2025

School in-service days

- Wednesday 14 August 2024
- Thursday 15 August 2024
- Friday 11 October 2024
- Friday 14 February 2025
- Friday 23 May 2025

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
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances

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

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities. This includes watches, rings, chains and belts with metal buckles and other body jewellery and must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

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

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

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

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

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

Registration and Enrolment

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

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

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

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:

| | | |
|--------------------------|-----------------|-----------------|
| P1A (22 pupils) | P1B (22 Pupils) | P2 (23 pupils) |
| P2/3 (12 P2s + 12 P3s) | P3 (24 Pupils) | P4 (24 pupils) |
| P4/5 (14 P4s and 11 P5s) | P5 (26 pupils) | P6A (22 Pupils) |
| P6B (20 pupils) | P7A (22 Pupils) | P7B (25 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 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

Strategic Improvement Priorities

Actions/Interventions

Progress of Main Improvement Tasks 2023-2024

Writing – Development of TfW across the school. Impact – attainment increased at majority of stages.

Reading – Improved opportunities for reading for pleasure. Impact – attainment increased at majority of stages.

GIRFEC – Raise staff awareness of new procedures. Impact - pupils who require support are identified and supported accordingly.

GL Assessment – Implemented as a cluster priority. Impact - more consistent approach to assessment across the cluster.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to focus on increasing attainment in Writing across the school.
- Involve pupils in evaluations leading to improvement of our school through Young Leaders of Learning Project.
- Developing greater consistency in learning and teaching throughout the school.

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

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

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

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: Lisa Chalmers telephone: 0300 300 1313

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 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. Attendance is recorded twice a day, morning and afternoon.

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

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

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

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

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.

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 and placed in the class 'lock box'.
- 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 mobile phones that take account of the views of all staff, parents and pupils
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy
- Individual school policies should clearly state for the benefit of staff, pupils, parents and visitors any variations from the restrictions on use of mobile phones set out below
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance
- Staff should not delete photographs or recordings from confiscated mobile phones
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation

Legal Aspects

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

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

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

School meals

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

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

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

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

Langcraigs Primary has its own kitchen and an excellent choice of dinners. 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 cashless cafeteria system, via the Parentpay online system which runs as follows:

The children choose from a selection of nutritionally balanced meals. School meals are priced at £2.35.

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 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.

The school janitor, classroom assistants and additional support needs assistants are present in the P3 - P7 playground. Classroom assistants 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 includes taking reasonable care of pupils' safety during intervals and lunchtimes.

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

Equalities

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

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

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

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

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

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

Medical and Health Care

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

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

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

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

Religious Observance

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

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.

Wet weather arrangements

When weather conditions are poor children spend playtime / lunchtime indoors. They choose from a variety of tabletop 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 Matters

School curriculum

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

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

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

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

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

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

The Key priorities of the National Improvement Framework are:

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

Curriculum for Excellence

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 | 'Talk for 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 'Charanga', 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 John-Paul O'Hagan.
- **Dance:** A mix of traditional and modern dances are experienced by our pupils.

Religious and Moral Education

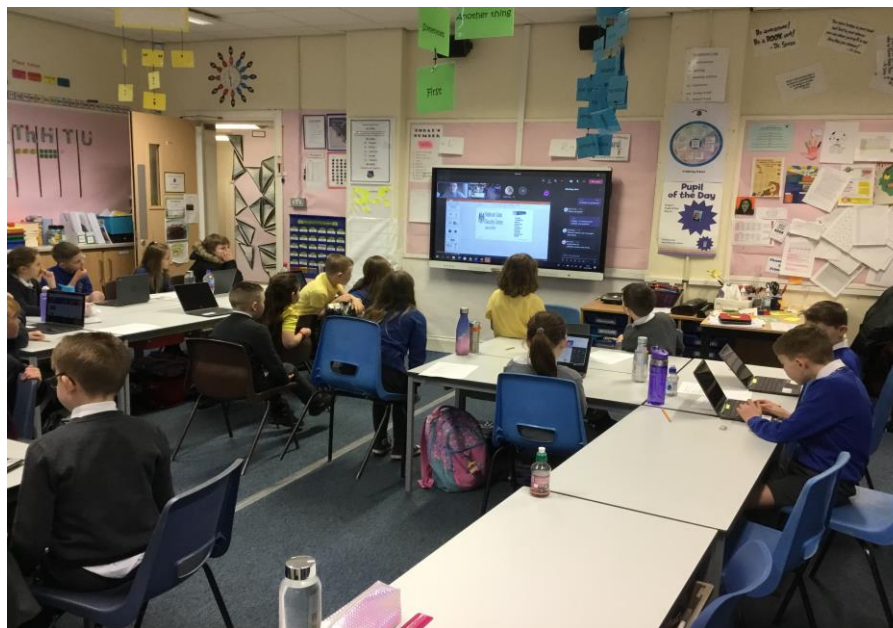
- Our programme of religious and moral education is linked to the Education Authority's Religious and Moral Education Guidelines. Religious Education which is currently under review with the introduction of 'A Curriculum for Excellence'.
- The aims of Religious and Moral Education are to help pupils 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

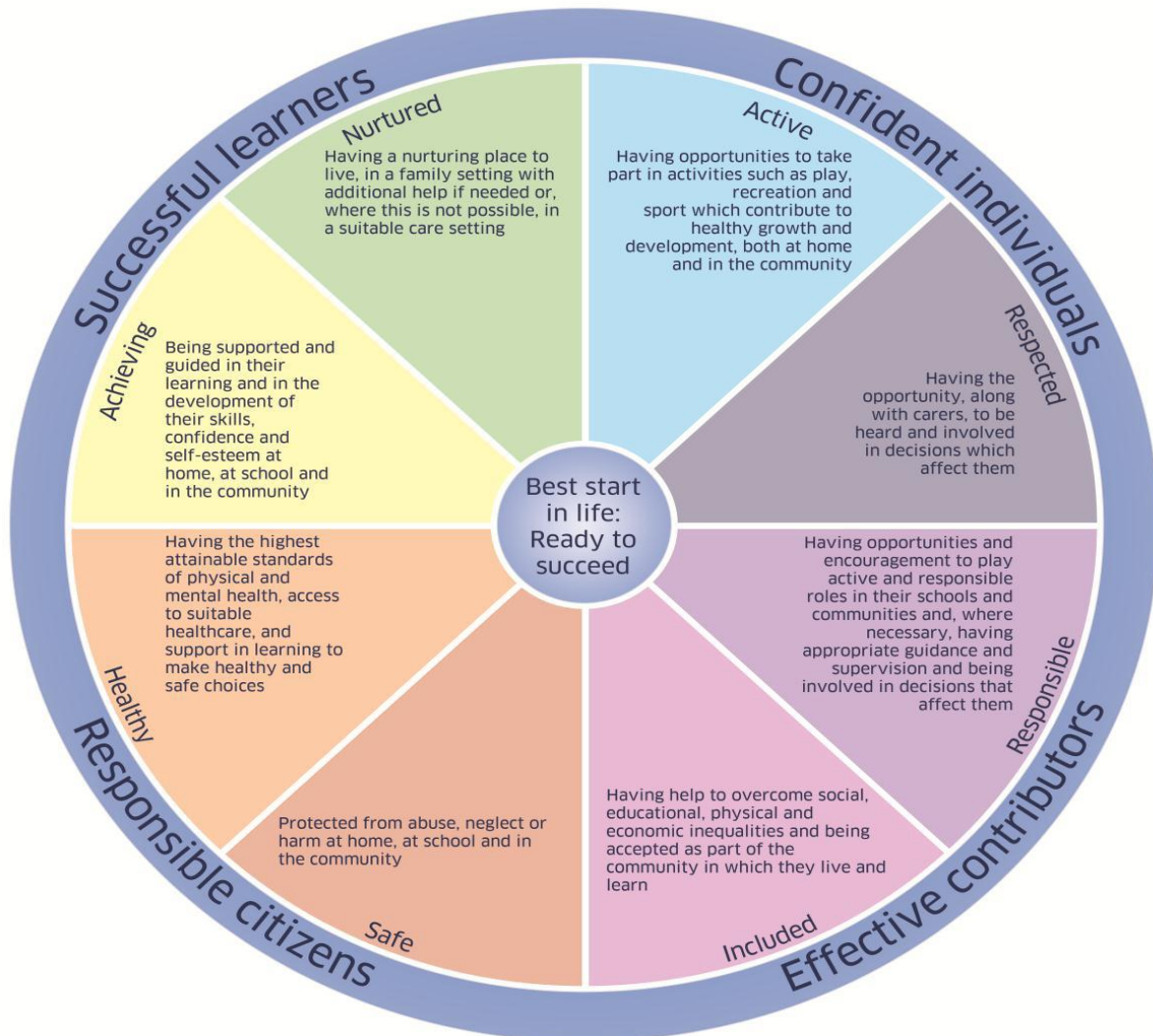
Earth and Space



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/policies/girfec/wellbeing-indicators-shanarri/>



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

Support

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

Universal support

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

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

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

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

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

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

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise.

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

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

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

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

Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

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

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

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
- care experienced children and young people and those experiencing discontinuity in their learning
- children and young people with a range of additional 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.

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 are 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
- Career education

The themes are built around the main areas:

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

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

The range of activities can include:

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

Extra Curricular Activities

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 |
| School Choir | - | Mrs Cromar & Miss Stewart |
| Breakfast Club | - | Miss Jardine & Mrs Wilson |

Primary 6 undergo swimming lessons at the Lagoon Leisure Centre.

A residential trip is planned for P6 and P7 pupils usually every second year with Lockerbie Manor being our favoured destination in recent years.





Parental Involvement

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

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

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

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

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

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

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

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

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

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

Parent Teacher Association

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

Treasurer: Vacant

Secretary: Siobhan Fraser

Staff Representative: Mr Graeme Maclean

Whole Family Wellbeing

The School Family Wellbeing Team is one of the services that supports children and families in Renfrewshire. They will work with young people and families where additional help is required to make sure children and young people can make the most of their school

experience. They can help families with issues such as school attendance, managing relationships and any barriers to learning. They will attend team around the child meetings to agree how they could contribute to your child's wellbeing plan.

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 the school family wellbeing team 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.

The school family wellbeing service 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, community learning and development, and other identified local voluntary and government agencies.

Citizenship Groups

In Term 3, 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 OneRen. Contact details are in the important contacts section at the end of this handbook.

Other Useful Information

Listening to learn - complaints, comments and suggestions

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

If, in particular, you have a complaint about the school, you can submit this by writing, telephoning or making an appointment to speak with the Headteacher. 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:

Stage 1 complaint:

- Complaints about the school should be directed to the head teacher in the first instance.
- 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.

Stage 2 complaint:

- If you are not happy with the response to your complaint, you have the right to take it further and submit a complaint to Children's Services. This is also known as a stage 2 complaint. You can do this by completing a complaints form (available from the school or any council office), fill in the online form via your 'my account', 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 inform you.

- If you remain dissatisfied following the stage 2 outcome, you can contact the Scottish Public Services Ombudsman and our response will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

Information on pupils, parents and guardians is stored on a secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here:

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

Pupils attending any type of school have a right of access to their own information by virtue of the Data Protection Act 2018. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational Records, by visiting the Council's Data Protection page, here:

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

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

Information in Emergencies

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

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

| | | |
|---------------|---|---|
| Janie O'Neill | Renfrewshire House Cotton Street Paisley PA1 1LE | Email csdirector@renfrewshire.gov.uk Phone: 0141 487 0885 |
|---------------|---|---|

Homelink Service

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

Senior Home Link Workers

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

Community Learning & Development

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

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

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

Customer Service Centre

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

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/my-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
- <https://respectme.org.uk> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- | | |
|----------------------------------|--|
| 1. the handbook useful? | <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:

Planning & Policy Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk