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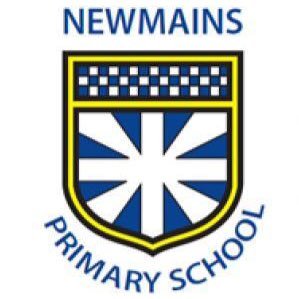
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# Welcome from the Head Teacher

**Dear Parent/Carer**

On behalf of all staff at Newmains Primary School I am pleased to welcome you and your child to our school.

This handbook will hopefully help you to understand more about our school and how we organise our pupils’ learning in order to provide the very best education for all. We have an excellent school ethos and our pupils feel safe, happy and well supported in school. Children are taught by skilled teaching staff, in an atmosphere conducive to effective learning and teaching. Pupils are supported by trained, caring, support staff.

Our vision for Newmains is a school where we encourage children to ‘Be your Best.’ Our shared values of *respect, honesty, kindness* and *fairness* are important qualities we endeavour to develop in all our pupils.

The stimulating environment which permeates throughout Newmains Primary School encourages all of our pupils to work to fulfil their potential and develop into successful and confident learners who are able to make responsible contributions in all aspects of life. Newmains is a positive and inclusive school where we provide a high quality education which meets the needs of every pupil.

You, as parents, remain the first and most important educator of your child and the greatest influence upon his/her thinking and actions. We are very aware that good relationships between parents and teachers are essential. We send out regular newsletters to keep parents up-to-date with what is happening in the school. Throughout the session we have many opportunities for parents to attend different activities so that you can see how your child is progressing. We hope you will come along to these events and get to know us. Parents are encouraged to get in touch with me at the school directly if they have any queries or questions. We look forward to working in partnership with you.

Yours sincerely

Carol Cooke  
Head Teacher

# badgeSchool Aims

**Our Vision**

*Be Your Best*

**Our Values**

*Respect, Honesty, Kindness and Fairness*

The aims of **Newmains Primary School** are to ensure our pupils are safe, healthy, achieving, nurtured, active, respected and responsible and included. All staff, led by the Head Teacher, will be responsible for achieving these aims.

**SAFE –** Our children will be welcomed into a safe and caring environment. We will work to protect the pupils from abuse, neglect and harm within the community. Teachers will develop a trusting relationship with each individual and ensure that the appropriate procedures are followed.

**HEALTHY –** All of our pupils will have the opportunity to attain the highest possible standard of physical, social and emotional health, through a cross-curricular approach which encourages a healthy lifestyle. This includes active PE, healthy eating choices and a supportive Health and Wellbeing programme, delivered within a safe environment.

**ACHIEVING –** Our children will have equal access to a broad range of positive learning environments through a wide and varied curriculum. The pupils will have opportunities to achieve their fullest potential through the development of their skills and knowledge, encouraging every child to develop their confidence and self-esteem.

**NURTURED –** We will ensure that children are supported in their family setting through good home links and have access to any services which will enhance this support. All staff will ensure that each child has a positive and rewarding experience of school life.

**ACTIVE –** In conjunction with partners, we will encourage and provide a range of opportunities for our pupils to involve themselves in curricular, extra-curricular and playground activities in order to foster a positive attitude to being active, which in turn will enhance their health, wellbeing and social skills.

**RESPECTED AND RESPONSIBLE –** Newmains will strive to ensure that in decisions which affect them, the views of pupils, carers and staff are welcomed and given due consideration. We will encourage pupils to work in partnership with others to make decisions about their role in personal learning, in the life of the community and our wider world.

**INCLUDED –** We will strive to provide high quality learning and teaching for pupils recognising specific social, educational, environmental and economic barriers experienced by pupils and will take steps to overcome them. Newmains will engage with our partner services to counter inequalities of all kinds, which create barriers to learning.

**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

Newmains Primary School is a non-denominational school catering for boys and girls aged 4 to 12 years in Primary 1 to Primary 7. The school is of an attractive design sitting in extensive grounds and has 14 traditional classrooms plus gymnasium, General Purpose room and Dining Hall.

We work closely with our two partner primary schools, all of whom transfer pupils to Renfrew High School on the completion of primary education.

The school has been awarded Silver Award Rights Respecting School and Gold school sports Award. These quality awards ensure that the four capacities contained in Curriculum for Excellence are very evident in the life of the school.

Parents are seen as a valuable resource to the school. We have a supportive Parent Council who regularly discuss many issues relating to children’s learning and who hold fund raising events throughout the year and support the school by funding new resources.

We offer many extra-curricular activities such as dance, netball, karate, football, badminton, gardening club, fitness clubs, etc. and these are organised by our Active Schools Co-ordinator and school staff.

## School Staff

### Head Teacher, Depute Head Teachers and Principal Teachers

|  |  |
| --- | --- |
| **Miss Carol Cooke**  **Head Teacher**  Overall responsibility for the school |  |
| **Mrs Louise Dunn**  **Depute Head Teacher**  Deputises for Head Teacher  Responsible for Numeracy and Maths  and Sciences  Pupil Support Co-ordinator  Pastoral Care P4-P7  **Miss Susan Gillon**  **Depute Head Teacher**  Deputises for Head Teacher  Responsible for Literacy & English, Social Subjects and Technologies  Professional Learning Co-ordinator Pastoral Care P1-P3  **Mrs Gillian Hall**  **Mrs Sheryll Pickering**  **Principal Teacher (Job Share)**  Responsible for Health and Wellbeing Eco School Programme, Modern Languages, Fairtrade and Rights Respecting Schools. |  |

### Class Teachers

|  |  |
| --- | --- |
| **P1a** | Mrs K Watts |
| **P1b** | Mrs A Crawford |
| **P1c** | Mrs A Simpson & Mrs G Hall |
| **P2a** | Miss M Leitch |
| **P2b** | Miss S Cameron |
| **P3** | Mrs M Peacock |
| **P4/3** | Mrs A Simpson |
| **P4** | Miss A Uprichard |
| **P5/4** | Mr G Taylor |
| **P5** | Miss N Lafferty |
| **P6/5** | Miss E Herd |
| **P6** | Miss A Davren |
| **P7/6** | Mrs C Harrison |
| **P7** | Mrs S Jackson |
| **Support for Learning** | Ms T Millar |
| **Non Contact** | Mr B Campbell |

**Other Staff in the school**

|  |  |
| --- | --- |
| **Early Years Officer** | Mrs G Carswell |
| **Classroom Assistants** | Mrs L Gillies |
|  | Mrs A McNeil |
|  | Mrs J Jose |
|  | Mrs K Weir (ASN) |
|  | Mrs A Millar (ASN) |
| **Clerical Assistants** | Mrs M Docherty |
|  | Mrs A Merchant |
| **Business Support Officer** | Mrs J Clannachan |
| **Environmental Services Staff** |  |
| **Janitor** | Mr C Lincoln |
| **Cleaning Supervisor** | Mrs H Millar |
| **Catering Manager** | Miss C Clark |

### Visiting Staff

***Home/School Link Worker*** Mr P Harrison

***Active Schools Coordinator*** Mr A Mitchell

***Educational Psychologist*** Mrs L Henderson

***Brass Instruments*** Mr P Stone

***Chanter Instruction*** Mr K Bowes

***School Chaplin*** Rev P Wallace

### School information

#### School contact details

Newmains Primary School

Lang Avenue

Renfrew

PA4 0DA

Tel: 0300 300 0172

Miss Carol Cooke – Head Teacher

Email address: carol.cooke@renfrewshire.school

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

School website:blogs.glowscotland.org.uk/re/newmains

Twitter:@NewmainsPS

School App: Search Newmains in app store (Jigsaw - jsa4.me/newmainsps)

#### 

#### Parent Council contact details

Chairperson: David Miller  
Email address: newmains.parentcouncil@gmail.com

#### School roll

Newmains Primary School has a planning capacity of 418. The present roll is 383, arranged in stages from P1-P7.

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

All stages of Primary education are covered from Primary 1 – Primary 7.

The current role at each stage is:

P1 - 70 P2 - 56 P3 - 46 P4 - 55 P5 - 61

P6 - 49 P7 - 46

The school hall and dining room are available for evening lets to groups and organisations. To apply for a let please see the section on School Lets.

The school has been upgraded in order that access for disabled pupils and parents is available. There is a lift to the upper floor, a disabled toilet and entrance ramp. A dedicated parking space has been created to ease access for disabled staff, parents and pupils.

#### 

#### Parental involvement

[Parents can be involved](http://www.renfrewshire.gov.uk/webcontent/home/services/education+and+learning/information+for+parents/els-jv-help-your-child) in their child’s learning by:

* supporting learning at home;
* developing strong partnerships between home and school; and
* engaging with the school, especially with Curriculum for Excellence

#### Information, support and advice

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

To support parents in learning more about Curriculum for Excellence we have provided a link on our website to the Parent Toolkit created by Learning and Teaching Scotland. [www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

### 

## School Day

|  |  |
| --- | --- |
| **Newmains Primary School – School Hours** | |
| **Open:** | 9.00 am |
| **Interval:** | 10.30 – 10.45 am |
| **Lunch:** | 12.15 – 1.15 pm |
| **Close:** | 3.15 pm |

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

### 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

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 or covered with tape, before taking part in physical education lessons or physical activities. Children are responsible for covering jewellery with tape.

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. We would like to remind parents to mark all items of school clothing clearly with their child’s name. Any articles of clothing subsequently mislaid in the school will be placed in lost property in the dining hall.

#### Newmains School Uniform

Our attractive uniform which is listed below is worn by most of our pupils.

**Shoes** Black

**Blazer** Medium Blue with School Badge

**Tie and Badge** School Design

**Trousers/skirt** Grey

**V-neck sweater** Grey

**Cardigan** Grey

**Shirt/Blouse** White or Pale Blue

**P.E. Kit** Shorts, T-shirt and gym shoes

Parents can also purchase the school sweatshirt/cardigan embroidered with the school badge. White polo shirts with our school badge can also be worn. Polo shirts are preferable for P.E. days. Medium blue fleeces and navy blue rain jackets, both with the school badge, can also be purchased.

A summer dress for girls, if worn, should be a blue/white gingham dress.

Boys should wear smart grey shorts and a white polo shirt.

**Registration and Enrolment**

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council’s website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). It is normally in 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](http://www.renfrewshire.gov.uk). It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

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

### Induction procedures for pupils starting school and their parents

Our priority in Primary is to provide a happy, stable environment where each child has the opportunity to grow in confidence and develop his/her own abilities and gifts. Primary children have great enthusiasm for learning and we aim to foster this in our approach to their education.

Our aim is to make your child’s transition to Primary One a happy and enjoyable experience. In order to achieve this, we try to get to know your child and also help you to prepare your child for school. If your child has attended one of the local nurseries, a member of our staff will have visited the nursery, spoken to the staff and spent some time with your child. As part of our transition programme, we are inviting your child to visit the school and join in short play sessions.

Pupils and parents are invited along to ‘getting to know you’ sessions. Parents will be advised of induction days during the spring and summer terms.

### Class Organisation

At present there are 10 straight classes and 4 composite classes in Newmains. A pupil may not remain in the same class throughout their primary school career as this depends on the number of children at the different stages each session. The children are taught in a variety of groups including social and ability. Children also have opportunities to work independently and in collaborative groups.

The maximum class sizes are as follows:

P1 - **25** P2-P3 - **30** P4-P7 - **33** Composite classes - **25**

### Assessment and reporting

[Assessment](http://www.renfrewshire.gov.uk/wps/wcm/connect/8af5cbdc-70bf-43d1-9a14-53216748bfa0/els-js-cfeAssessmentPolicy.pdf?MOD=AJPERES&CACHEID=8af5cbdc-70bf-43d1-9a14-53216748bfa0) is an integral part of learning and teaching. It helps provide a picture of the learner’s progress and achievements, and identifies the next steps in learning.

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

#### Tracking learners’ progress

Information on learners’ progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

#### Reporting

Regular reports to parents provide clear, positive and constructive information about their child’s learning and progress, reflecting on what has been achieved against standards and expectations. Arrangements are made three times each year in October, March and May for staff to speak with children’s parents about their progress. Written reports will be issued to parents in April.

Sometimes when parents or teachers feel it would be in the child’s best interests, parents come to the school to speak with staff at other times.

**Summary of School Improvement Plan**

* To connect Curriculum for Excellence Experiences and Outcomes Under themes to create contexts for learning with progression pathways from P1-P7
* To create a shared understanding of how the curriculum should be organised and delivered
* To continue to embed and extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) and Dive into Reading (P4-7) strategies
* To develop a deeper understanding of the moderation cycle through participation in cluster moderation using reading outcomes
* To moderate assessment judgements through sampling learners’ work and discussing standards and progress with cluster school
* To introduce IDL to support children with dyslexia
* To implement an active approach to learning through our P1 pedagogy, utilising the knowledge gained from pedagogy course
* To monitor the implementation of this approach fully in P1 and use knowledge gained to support implementation in P2.
* To reflect on how young children learn and what this means to practice in the classroom
* To continue to work with our Educational Psychology Colleagues to promote a nurturing ethos
* To continue to engage in a Core Group in relation to developing a whole school nurturing approach
* To Implement Do-BeMindful programme to support mental health to all members of staff, pupils and parents

**Improvement Objectives**

* To develop contexts for learning to create progression pathways from P1-P7
* To implement evidence-based approaches to the teaching of reading and writing as highlighted within the Primary Literacy Reading Response, Dive into Reading
* To further develop understanding of the moderation cycle through staff participation in cluster moderation using reading outcomes
* To introduce IDL programme to support children with dyslexia
* To implement an active approach to learning through our P1 pedagogy, utilising the knowledge gained from research led pedagogy course
* To continue to develop a whole school nurturing approach by implementing nurture strategies in school
* To implement Do-BeMindful programme to support mental health with members of staff, pupils and parents

### 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.

Newmains Primary School is an associated primary school of Renfrew High School.

Head teacher Mr Billy Burke Telephone: 0300 300 1414

School Website: www.renfrewhigh@renfrewshire.sch.uk

As part of our induction programme Primary 7 pupils will spend two days at Renfrew High School following their S1 timetable. Exchange visits for staff are also organised. This helps give the children experience of their new school and gives them the opportunity to meet some of their teachers.

### Transfer to Primary

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

Your child will be supported in the transition from nursery to primary school. This will include processes such as sharing of information about your child’s progress through the transfer of information document, joint curricular experiences with the primary school, visits to the primary, all of which help to ensure a smooth transition and continuity of learning for the child transferring to primary.

### Car Parking

Please show care and consideration when in the vicinity of the school. Cars should not park on the yellow zigzag lines outside the gates. The school has a restricted parking area that is only for staff parking. Pupils must not be dropped off or collected within the school grounds unless by prior arrangement with the Head Teacher.

At peak times it is requested that school traffic avoids parking in Lang Avenue. Broadloan, Newmains Road or Sandy Road should be used at these times. Two dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation.

# Care and welfare

Your child’s welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child’s welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit from 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). The Head Teacher monitors absence and late coming regularly and will write to parents if either become a concern. We are keen to support your child’s attendance at school in order for them to fulfil their potential.

If a child is absent from school, parents are required to phone or email the school office by 9.30am on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately.

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

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

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

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

## Bullying

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

Our school also recently developed 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.

Newmains Primary has a zero tolerance policy on bullying. Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused, or undermined by another individual. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

If a parent has a concern they should not hesitate to bring it to the attention of the head teacher. Promoted staff within the school have a pastoral role for children and can be approached by pupils who feel uncomfortable about any situation. The class teachers are also happy to assist any child. Bullying will immediately be brought to the attention of parents if their children are found to be involved.

Through our Health and Wellbeing programmes and during assemblies, pupils’ awareness is raised in this subject and procedures in dealing with any incidents are made clear to all.

## 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

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>

All schools in Renfrewshire offer a nutritionally balanced, healthy meal for your child each school day. Many studies have shown a strong link between a healthy diet and concentration. The Renfrewshire Council school meals website provides details of these daily choices. The website also offers delicious recipes of some of the pupil's favourites.

All Primary 1 - Primary 3 children are automatically entitled to a free school meal.

For Primary 4 – Primary 7 pupils, the school operates a cashless cafeteria system at lunchtime in the dining hall. All meals cost £2.25 and are to be paid for through Renfrewshire Council’s ParentPay Online System.

As part of our Health and Wellbeing curriculum we teach children about the benefits of a healthy balanced diet. Please assist us by discussing menu choices with your child.

Pupils from Primary 1 to Primary 7 eating their own packed lunches will be accommodated in the Dining Hall with the children from their class. Promoted staff are present in the lunch room. Pupils who go home for lunch should be collected from the main school entrance.

If your child has special dietary requirements please contact Miss Cooke who will be happy to discuss this with you.

## Breakfast Club

A breakfast club is available every day from 8.20 am. Children will be checked in by staff when they arrive. The club offers cereals, toast, milk and juice. This must be paid through Renfrewshire Council’s ParentPay Online System.

Children from Primary 4 to Primary 7 will leave the breakfast club and go to the playground to line up at 8.45 am. Primary 3 children will leave at 8.55 am to line up and children in Primary 1 and Primary 2 will be taken to their class at 9.00 am.

## 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.

**Addresses eligible for free transport to Newmains Primary:**

Afton Drive - from 42 & 77 (excluding nos. 135 to 157)

Crammond Avenue

Dochart Avenue Gadie Avenue Kirkaig Avenue Leander Crescent

Lossie Crescent Tanar Way

### 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 s**upport 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 janitor has the duty of being in the playground at intervals and at the beginning and end of each school day. Classroom assistants and Additional Support Needs assistants also supervise the children at intervals and lunchtimes. Promoted staff may also be in the school playground. Staff on duty in the playground, have two-way radios to maintain security contact with management and clerical staff inside the building. Children are expected to behave in a responsible manner at all times during interval and lunchtimes. During summer months pupils will be allowed to play on the playing field area, but in the inclement weather of the winter months, they will be restricted to the tarmacadam playground area.

## 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.

In Newmains Primary School we are committed to ensuring that equality lies at the heart of the school. We encourage all of our boys and girls to work hard to achieve their full potential as written in our vision. We discourage any kind of discrimination and have expectations of our pupils to value and respect all members of the school community.

## 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. 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.

## Behaviour and discipline

At Newmains Primary we aim to create a safe, happy environment where children can work, learn and develop their full potential. We aim to raise self-esteem, create confident children and encourage achievement; we also aim to encourage the development of good relationships with members of the wider community. An effective school discipline policy is essential if this aim is to be achieved.

Pupils are expected to behave in such a manner that they are a credit to themselves, their parents and the school. The relationship between pupils and teacher is similar to that between a child and his/her own parents requiring mutual consideration. In Newmains Primary our positive relationship places emphasis on looking for opportunities to encourage positive activity by rewarding it. ‘Positive activity’ covers not only the quality of work but also effort, attitude and behaviour. When a child receives reflection time they will have a restorative conversation with a member of SMT to discuss actions and impact. A text and reflection sheet will be sent home so parents can discuss inappropriate behaviour with their child and what steps they can take for improvement. If a pattern of misbehaviour emerges parents will be contacted by Mrs Dunn (P4-P7) or Miss Gillon (P1-P3).

In Newmains we also promote positive behaviour through our House System.

Each pupil belongs to one of four houses –

**Bruce**

**Fitzalan**

**Stewart**

**Wallace**

Families are grouped in the same houses. Children can gain points for their House through good behaviour, good work and effort. At the end of each term the points are counted and children in the winning house receive a reward.

## Wet weather arrangements

MC900200381[1]During wet intervals and lunchtimes the children will remain indoors as long as they behave in accordance with the rules which are made to ensure their safety. Primary 7 monitors and Playground Buddies are present in each class and support staff are placed in designated areas to supervise. The Senior Management Team is also available throughout the school during wet weather intervals.

On wet mornings, the janitor will open the Primary 4/5 doors and Primary 1 door at 8.45 am and pupils may wait quietly in class until 9.00 am. We ask that your child does not come to school before 8.45 am.

# Curriculum matters

## School curriculum

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

The National Improvement Framework, updated in 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.

### Broad General Education

In Newmains it is our aim that all children will have access to a Broad General Education through which they will experience outcomes in:

Literacy, numeracy and health and wellbeing – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, expressive arts and religious and moral education.

## Curriculum for Excellence

### Our approach to literacy, numeracy and health and wellbeing

### Literacy and English and Primary Modern Language

Our curriculum programme follows the Curriculum for Excellence guidelines.

Listening, talking, reading and writing programmes of study are followed.

A variety of texts books and resources are used in classrooms. Oxford Reading Tree, Literacy World, North Lanarkshire Active Phonics, Nelson Spelling and Roz Wilson’s Big Writing are the main language resources for pupils in P1 – P7.

The art of communication through language is of vital importance in everyday life and your child will be given a highly structured programme in Language learning.

**Reading**

We use Oxford Reading Tree, Big Cat and Literacy World as our main reading resources. These resources are supplemented by a wide range of readers, reference books and fiction.

Pupils are taught to read using North Lanark Active Phonics which is a carefully constructed phonics programme. As part of Renfrewshire’s Literacy Programme, the children are coached in reading where they are taught and encouraged to use different strategies when reading new books. Children in P4-P7 are taught Readers Response strategys allowing children to gain a deep understanding of literature.

Learning to read involves learning to say the words as well as understanding the meaning of the words.  
The importance of reading as a means of communication is stressed and the children are encouraged to develop a personal reading habit which should give them much pleasure through life. We encourage children to read for pleasure in the class and at home. Each classroom has a class library which includes fiction and non-fiction books. Teachers regularly read to the children in class.

**Writing**

Writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners.

Throughout the school the children use a variety of texts to gain more knowledge about how to improve their own writing. We have a high expectation of the use of core skills of Vocabulary, Connectives, Openers and Punctuation.

We value writing and work hard to achieve high standards from all children within a positive writing ethos.

Literacy skills have a significant impact on self-esteem, motivation and aspirations for the future.

**We aim to:**

* have a positive writing ethos throughout the school so that pupils develop confidence and pleasure in writing
* teach writing through a structured programme with prescribed targets and lesson aims which have to be taught from P1-P7
* teach writing in a structured way to ensure progression, continuity and consistence
* link planning, teaching and assessment in every writing lesson in order to raise levels of attainment/achievement in writing throughout the school
* encourage children to ‘uplevel’ their writing

**Handwriting**

The handwriting scheme we use is Nelson handwriting and is based on linked script. The letters are formed individually by children in P1 but in P2 the children are taught to link certain letters. It is important that children use the correct letter formation to help with learning to link. By the end of P4 the children should be linking words with a continuous form except for a few letters which have no linking stroke.

**Talking**

Our aim is to move from the language of conversation to the written language. Children are encouraged to be clear, fluent and confident speakers. Many activities are used to improve talking skills, e.g. speaking at assemblies, reciting poetry, debating and role-play situations.

**Listening**

We encourage children to listen in order to learn. Listening skills are fostered by presenting the children with various activities. Encouraging children to listen for particular pieces of information e.g. instructions, is a worthwhile and important activity.

**Modern Foreign Language**

All pupils from Primary 1 to Primary 7 have the opportunity to learn French.

### Numeracy and Mathematics

Our curriculum takes account of the Curriculum for Excellence guidelines and benchmarks. The children work at their own level, proceeding through a number of attainment targets. Pupils are expected tohave a sound knowledge of number bonds and multiplication tables. We support children in developing sound mental mathematics skills. In the implementation of the guidelines the school uses a variety of resources including Heinemann maths, TJ Maths Heinemann Active Maths, SEAL, CLIC.

The children cover a number of subjects in relation to maths including:

* Number, Money and Measure
* Shape , Position and Movement
* Information Handling

Problem solving activities are embedded throughout the numeracy and mathematics programme. Children also work with Valiant Roamers, Bee-bots, computers and calculators to ensure they have a broad experience of numeracy and mathematics.

### 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 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 using bounce back and Do-BeMindful
* 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. Pupils have the opportunity to participate in many different sporting activities in school within extra-curricular clubs. Our pupils regularly participate in sporting festivals in areas such as tennis, basketball, netball, etc.

### Our approach to Sex Education

Newmains Primary delivers a planned progressive programme for P1-P7, this is delivered through the Relationships, Sexual Health and Parenthood programme created by Renfrewshire Council and NHS. Pupils in Primary 6 receive a talk on puberty and Primary 7 receive a talk on reproduction and relationships. Parents of Primary 6 and Primary 7 pupils receive a letter prior to lessons being taught. All parents are invited to a presentation regarding the programme being used in the school.

### Other subject areas

### Social Studies

A balance is maintained, giving your child the chance to study people, past events and societies; people, place and environment; and people, society, economy and business. While there is a body of knowledge that we hope the children will acquire it is important that children learn the skills and concepts necessary to solve the problems which confront people in day to day living. The children are required to think, enquire and solve problems. We also integrate discussion, role-playing activities, reading, writing and researching.

We are also using and developing interdisciplinary learning where topics are used as the main context of learning e.g. The Romans, The Vikings, etc. During the course of each child’s school experience there will be many activities relating to Scotland – history, land, culture and society.

### Sciences

### Within our sciences curriculum, we use programmes based on

* planet earth
* forces, electricity and waves
* biological systems
* materials
* topical science

### Technologies

A major focus of our current technologies curriculum is Information and Communications Technology. This involves teaching ICT skills to children as well as providing opportunities for children to use a variety of software within different curriculum areas and access the internet, according to school policy. Each classroom has an interactive whiteboard, ipads and computers which are used to teach ICT skills. Our aim is to continue to consider contexts for developing technological skills and knowledge.

### Expressive Arts

Activities in Music, Art and Design, Drama and Dance make up the Expressive Arts curriculum.

**Music**

Children in all stages of the school participate in singing and music making. They perform at assemblies and the Christmas concert.

Children in P6 and P7 have opportunity to learn to play a brass instrument depending on talent shown.

**Art and Design**

In the early years we wish children to gain control of line making tools such a pencil, crayon or pen. This work progresses through the school with the result that the children learn to express themselves visually through a variety of media including paint, collage and 3D. Our classrooms and corridors display the very good artwork completed by the children.

**Drama**

Drama involves the children in many activities such as memory games, mime, acting, role-play etc.

**Dance**

Children experience learning in different types of dance from traditional Scottish ceilidh dancing to modern dance.

## Religious Observance

Our school is fortunate to have a close link with the local church. When in post the minister 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.

### Religious and Moral Education

In accordance with the wishes of almost all parents this school will foster the moral standards derived from Christian teaching. Class teachers will try to develop in your child positive attitudes to work and to other people.

Our programme allows the children to gain knowledge of the major world religions i.e. the Christian, Jewish and Muslim religions and hopefully gain an insight into the ways of life of fellow human beings.

Our local minister, leads an assembly on occasions throughout the session. Parents who do not want their children to participate in such assemblies or church services should make their feelings known to the Head Teacher. Your decisions will always be respected in such matters.

## Enterprise in Education

Enterprise in Education [Determined to Succeed] is an excellent strategy to develop the enterprise and employability skills of our young people.

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

The four main areas of Determined to Succeed are:

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

Six inter-related themes are built around the main areas:

* Supporting the development of skills for life, skills for work;
* Engaging employers ;
* Broadening the reach of Determined to Succeed;
* 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 could include:

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

## Assessment for Learning

Getting it right for every child (GIRFEC)

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 parents/carers to work in partnership with the services that can help them.

## The Children and Young People Act (2014) includes information about the way in which local authorities are required to implement GIRFEC.

## 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 parents/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

## 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](mailto:info@enquire.org.uk)

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

Telephone – 0131 556 6443

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

Children who have additional support needs are identified by the class teacher, or by means of screening and diagnostic test. If specific learning difficulties are suspected, parents maybe asked for permission to refer the child to the School Psychological Service for further investigation. Children in Primary 1 are screened using SNSA. In Primary 3 all pupils are screened as part of the Early Screening Programme. Pupils with additional educational needs are identified early and special programmes of work devised for the child to work through in class. Appropriate resources are available. Our Pupil Support Coordinator in the school is Mrs Dunn who is the main contact for pupils with additional support needs.

## 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.

## 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.

Newmains 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.

Pupils are given a small amount of homework to do on a regular basis. Homework will vary in type as the child progresses through the school but may include reading practice, associated reading follow-up, spelling/dictionary, maths and research work.

The time taken to do homework will vary according to the age of your child. Normally homework for younger children should take 15 minutes at most. Older children would be expected to spend up to 30 minutes, particularly when homework includes researching and reporting on topic study work. In some classes, pupils will be given homework tasks to complete on a weekly basis.

Homework Tips:

* Help your child to succeed by providing a quiet place to work
* Please remember to sign reading markers and homework jotters
* Encourage both reading aloud and silently at home
* Remember to ask your child lots of questions as part of their reading
* Help your child with number facts and times tables on a regular basis
* Remember that both written and unwritten homework is valuable
* Ensure that homework is regularly completed and handed in on time
* If you experience homework problems contact the school at once

## Extra curricular activities

These activities rely in part for their success upon the enthusiasm, talents and time of available staff and will vary accordingly. The school encourages pupils to participate in a range of sporting, leisure and cultural activities, a number of which are delivered through partnership initiatives. Our Active School Coordinator, Andrew Mitchell, organises a variety of sporting activities before school, at lunchtimes and after school on set days. These activities include basketball, volleyball, badminton, jogging, rugby and football.

A Residential Activity week is arranged by the school for P7 pupils and is currently held at Ardentiny. This involves the children in a range of outdoor activities which are led by instructors from the centre. This is a very popular week for the children and the adults who accompany them.

Primary 7 pupils, supported by staff, organise clubs for young pupils including a very popular nail bar, an art club and a games club. We also have a very popular and successful Karate club in the school.

Staff in the school also organise committees which include all pupils and staff who work on areas such as: playground champions, litter, modern languages, outdoor classroom, road safety, digital leaders and wellness. Every child’s voice is heard.

Newmains has very close links with West College in Paisley. Children in most stages participate in different sporting activities at Renfrew Sports Centre as they work with staff and students from West College.

Newmains Primary also has a well-equipped gym hall and a sports field with space for primary sized football and hockey pitches. The geodesic climbing frame and trim trail, funded by Awards for All, are timetabled to ensure safe and regular playing for all ages of pupils. In recent years a wooden play ship, climbing chute and coloured pencils have been added to our Primary 1 playground, a mini timber trail to our Primary 2 playground, a spider climbing frame, two hoops and two climbing walls to our upper school playgrounds. This equipment was funded by a community grant which was obtained by our Parent Council.

Educational visits are organised by class teachers to complement topics. Such as a visit to Stirling Castle, Vikingar, Scottish Parliament, Science Centre and many more. Visiting specialists are also invited to the school to enhance topics the children are studying. During our Work of Work week all classes receive visitors to share the skills and knowledge required for their work.

# Home school community links

Newmains Primary School has many links and partnerships with our local community. Parents are welcome to participate in the life of the school. Our staff run parent workshops on different aspects of the curriculum. We encourage all our parents to attend the workshops.

A diary of events for the session, which includes class assemblies and Christmas concert dates, is shared with all parents as soon as possible in September.

Communication between parents and the school is very important when developing partnerships. There are a variety of ways in which we communicate with parents such as regular newsletters, texts, letters home and telephone calls.

Over the session we also hold two parents’ meetings where parents have a meeting with their child’s teacher to discuss progress, successes and concerns. We also organise induction programmes for when children move from nursery to Primary 1.

## Newmains Parent Council

## 

**By law, Newmains Primary School has a duty to promote parents’ involvement in their child’s education. At Newmains parents are welcome 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. The parent council is a group of parents chosen to represent 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 type of activities that Newmains Parent Council are involved in includes:**

* 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 Scotland.

Parent Council chairs can attend the Parent Liaison Group, which gives parent councils an opportunity

**We would love for you to get involved, you can:**

* come along to our regular Parent Council Meetings
* help out at our fundraising events (discos, fayres)
* contribute to our online surveys by emailing us at  
  [newmains.parentcouncil@gmail.com](mailto:newmains.parentcouncil@gmail.com)
* sign up to easy fundraising <http://www.easyfundraising.org.uk/newmainsprimaryschoolrenfrew>
* add us on facebook – Newmains Parent Council

For more information on parental involvement or to find out about parents as partners in their children’s learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk

**Home School Links**

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

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

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

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

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

## Community links

Newmains Primary takes great pride in being part of the wider community and pupils have a sense of identity and pride in their school.

The current school programme involves children learning about their local community. To this end we encourage visitors from the local community to talk about their work or other interesting subjects. For example, we invite our community police officer to talk to the children about looking after the local area.

We believe that the school should play an important role in the community in order that our pupils learn to take up their role as responsible citizens of society and this community in particular. Examples of our normal involvement include:

* Links to Renfrew North Church
* Visits to Moorcroft Sports Centre
* Links to West College
* Renfrewshire Foodbank involved in Harvest Festival
* Renfrew Rotary – started a Rotakids club
* Tesco, Sainsbury’s and Morrisons – links to different topics
* Visits to Renfrew Library
* Links to Renfrew High and the other cluster schools
* Raising money to support local and national charities
* Using sports facilities within the town and High School to expand our pupils’ involvement in competitive sporting events
* Using the facilities of the town e.g. Post Office, Health Centre etc as enrichment for local topic studies
* Entering and being successful in local and national competitions
* Our partnership with Monkdyke House and Renfrew Care Home

We invite local groups to attend school concerts and to share in events we hold throughout the session e.g. concerts. Staff and pupils also raise money for charity through fund raising or donating money from various activities.

## School lets

Our school may be used in the evenings by various adult and youth groups in the community. To apply to use school facilities, contact the Community Facilities Section at Johnstone Town Hall. Contact details are in the important contacts section at the end of this handbook.

# Other useful information

## Listening to learn - complaints, comments and suggestions

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

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

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

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

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

## Data protection

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

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

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

## Information in Emergencies

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

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

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

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

## Important Contacts

|  |  |  |
| --- | --- | --- |
| **Director of Children’s Services** | | |
| Steven Quinn | Renfrewshire House  Cotton Street  Paisley  PA1 1LE | Email  [sw@renfrewshire.gov.uk](mailto:sw@renfrewshire.gov.uk)  Phone: 0141 618 6839 |
| **Homelink Service Senior Home Link Workers** | | |
|  | c/o West Primary School  Newton Street  Paisley  PA1 2RL | Email  [morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  [margaret.mcmanus@renfrewshire.gov.uk](mailto:margaret.mcmanus@renfrewshire.gov.uk)  Phone: 0300 300 1415 |
| **Community Learning & Development** | | |
| Community Facilities Section | Renfrewshire Leisure  3rd Floor  Renfrewshire House  Cotton Street  Paisley  PA1 1LE | Email  [comfac.els@renfrewshire.gov.uk](mailto:comfac.els@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](mailto:als.els@renfrewshire.gov.uk)  Phone: 01505 382863 |
| Youth Services | West Primary School  Newton Street  Paisley  PA1 2RL | Email  [youth@renfrewshire.gov.uk](mailto:youth@renfrewshire.gov.uk)  Phone: 0141 889 1110 |
| **Customer Service Centre** | | |
| Customer Service Centre | Renfrewshire House  Cotton Street  Paisley  PA1 1AN | Email  [registrar.cs@renfrewshire.gov.uk](mailto:registrar.cs@renfrewshire.gov.uk)  Phone: 0300 300 0300 |

# Websites

You may find the following websites useful.

* [https://education.gov.scot/parentzone/](https://education.gov.scot/parentzone/%20) - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
* <https://education.gov.scot/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
* <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
* <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
* <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
* <http://www.respectme.org.uk/> - Scotland’s anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
* https://education.gov.scot/ - provides information and advice for parents as well as support and resources for education in Scotland
* <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

# Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

# Parent feedback

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

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find Please tick

1. the handbook useful? Yes No

2. the information you expected? Yes No

3. the handbook easy to use? Yes No

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

Name of school:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Policy & Commissioning Team

Children’s Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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