

Contents

Contents	1
Welcome from the Head Teacher.....	4
Our Values.....	5
School Aims.....	5
Service Pledges.....	6
Standards and expectations.....	6
About Our School.....	8
School staff	8
School Information.....	9
School day	9
School year	10
School in-service days	10
School dress.....	11
Registration and Enrolment.....	12
Induction procedures for pupils starting school and their parents	12
Class Organisation	13
Assessment and Reporting.....	13
Summary of the School Improvement Plan.....	15
The Scottish Attainment Challenge.....	16
Transfer to Secondary School	17
Car parking	16
Care and welfare.....	17
School security	17
Attendance and absence	17
Bullying.....	18
Safeguarding including child protection	19
Mobile phones.....	19
School meals	21
School transport.....	21
Pick-up points	21
Placing requests	21
Assisted support needs.....	21

Playground Supervision.....	21
Pupils leaving school premises at breaks	22
Equalities	22
Medical and Health Care	22
Religious Observance.....	23
Nurturing Positive Relationships	24
Wet weather arrangements.....	24
Curriculum Matters.....	25
School curriculum.....	25
Curriculum for Excellence	26
The Learner's Journey at Rashielee.....	27
Our Learning Approaches.....	27
Outdoor Learning.....	27
Learning through Play	28
Makaton.....	28
Literacy and Languages	29
Numeracy and Mathematics.....	30
Health and Wellbeing Education	32
PATHs.....	41
STEM.....	41
Technologies	Error! Bookmark not defined. 34
Expressive Arts	34
Social Studies	36
Sciences	37
Developing the Young Workforce.....	39
Religious & Moral Education	38
Visits and Outings	40
Getting it Right for Every Child	41
Additional Support for Learning	39
Inclusion.....	39
Support.....	39
Universal support	39
Targeted support.....	39

Educational Psychology Service	40
Specialist support service – teachers teaching in more than one school	41
Homework	41
Extra Curricular Activities	41
Home School Community Links	Error! Bookmark not defined.
Parental Involvement	42
Parent Teacher Association	43
Home School Links	43
Community Links	44
School Lets	47
Other Useful Information	45
Listening to learn - complaints, comments and suggestions	45
Data Protection.....	46
Information in Emergencies	47
Important Contacts	48
Websites.....	49
Glossary.....	50
Parent feedback.....	51
Tell us what you think	51

Welcome from the Head Teacher

Dear Parents,

On behalf of all staff at Rashielea Primary School I am pleased to welcome you and your child to our school and look forward to a long and happy relationship with your family.

Rashielea Primary School provides high quality learning experiences which encourage all 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.

Everything we do at Rashielea is built around our Golden Rule 'Treat others the way you wish to be treated'. We are very proud of our strong, positive, nurturing relationships, our teamwork and our children's readiness to learn. Our children benefit from a wide range of learning experiences including outdoors, digital, play/inquiry-based learning and STEM.

Your role in your child's education is vital and we look forward to building positive relationships with you to ensure your child has the best possible experience allowing them to reach their full potential.

Our staff are committed to providing a safe, caring and supportive learning environment. With your encouragement, help and cooperation we will do our best to ensure your child benefits fully from the experiences offered at Rashielea.

I hope that you will find this handbook informative and useful. For more information, you can visit our website <http://www.rashielea.primary.sch.uk> or Twitter. If you have any further questions or would like a tour of our school, please do not hesitate to contact a member of staff through the school office.

I hope your child will be happy with us at Rashielea Primary. If at any time, you wish to discuss an aspect of your child's education, or the life of the school community, please do not hesitate to get in touch.

Yours sincerely,

Rachael Clark

Head Teacher

Our Values

Kindness, Respect, Honesty, Responsible, Ambitious

We expect, encourage and support everyone in Rashielea to follow our Golden Rule:

‘Treat others as you wish to be treated’

School Aims

Through our shared values we aim to:

- treat others as we wish to be treated so we create a safe, nurturing environment.
- create a supportive, caring environment where all children, families and staff feel valued and are treated equally.
- encourage everyone to make good choices by creating an open, trusting ethos.
- support everyone to take ownership of their own behaviour and actions showing consideration for themselves, others and their environment.
- work together to enable everyone to do their best, achieve their dreams and feel a sense of achievement in all that they do.



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:

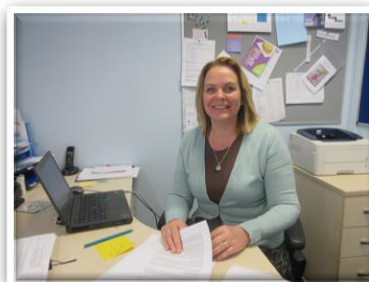
- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- carers who can be parents
- others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- close 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

Mrs Rachael Clark
Head Teacher



Mrs Danielle Steedman
Depute Head Teacher



Teachers & Support Staff

Mrs Hillhouse/ Miss Denholm	– Primary 1
Mrs Haggerty	– Primary 2/1
Ms McCusker	– Primary 3
Mrs McKillop	– Primary 4
Ms Laurie/ Ms Scullion	– Primary 5
Mrs Ritchie/ Mrs Scott	– Primary 6/5
Mrs Russell	– Primary 7/6
Mrs Stark	– Primary 7

Non-class contact teachers

Mr McHugh
Mr J O'Donnell & Mrs Janey Steel

Visiting Music Instructor
Sensory Support Teachers

Mrs Joyce MacKay
Ms Laura Craig

Senior Clerical Officer
Senior Clerical Officer

Mrs Carol Pearce,
Mrs Denise McCulloch,
Mrs Lianne McConville

Classroom Assistants/ASN

Mr Jim McCue, Mrs McTaggart

School Janitors

School Information

Rashielea Primary School is a non-denominational co-educational unit covering stages Primary 1 to Primary 7. Registration and enrolment for Primary 1 takes place in November. Visits to the school are organised for parents and the new entrants between April and June. Intending parents are welcome to visit the school at any time or are invited to contact the Head Teacher by telephone.

The school has seven double bay teaching areas, a general-purpose room, gym hall with stage area and dining room. There is a large playing field which is used frequently in all weathers. Disabled facilities include ramp access, internal stair lifts and disabled toilets.

School Contact Details

School Phone Number: 0300 300 0156

School enquiries address: rashieleaenquiries@renfrewshire.gov.uk

School Website address: <http://www.rashielea.primary.sch.uk>

Twitter Account: @Rashielea_PS

School day

School Hours: 9.00am to 3.00pm. Lunch is from 12.15pm to 1.00pm. Primary 1 pupils attend school on a full-time basis from the start of term in August.

Car Parking

The car park within the school has a limited number of spaces available for staff and visitors. Parents who are dropping off or picking up their children at the start of the school day, lunchtime or the end of the day should not park beyond the 5mph sign at the start of the access road to the school.

School year

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

Teachers return Monday 14 August 2023

School in-service days

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

School dress

As we are an Outdoor School and our children are outside everyday as part of their learning experience, we would strongly recommend that children come to school every day in:

- leggings/ joggers/ shorts
- school polo shirt
- trainers

Children should also bring to school daily/ keep in school:

- wellies
- waterproof trousers
- waterproofs jacket

We can supply waterproofs if required.

The formal uniform is:

BOYS: Navy trousers, navy v-neck jumper or embroidered school sweatshirt, white shirt, navy tie with red stripe, navy blazer and black shoes.

GIRLS: Navy skirt, navy cardigan, jumper or embroidered school sweatshirt, white blouse, navy tie with red stripes, navy blazer, black shoes. During warmer weather, a red and white checked dress can be worn.

It is very helpful if all items of clothing including PE kit are labelled with the child's name.

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. At Rashielea we believe that the key to smooth transitions for children is effective communication between child, parents and staff and the creation of a positive and supportive climate for both the parent and the child. Adults play a vital role in listening sensitively to children and helping to prepare them for this exciting and positive change.

Throughout the session our Depute Head Teacher and Primary 1 class teachers visit local nursery schools as part of our Pre5 Liaison and to observe special school events e.g. graduation ceremonies etc. Infant teachers from Rashielea visit the main catchment nurseries during the spring or summer terms. This provides an opportunity to meet and observe some of our prospective pupils. Opportunities are given to discuss these pupils with nursery staff.

During January, two afternoons are set aside for registration of all children in the catchment area who will be ready to begin school in August. At this time parents have the opportunity to meet and discuss their children with a member of the senior management team. All parents are provided with a school handbook. All prospective pupils in local nurseries are given the opportunity to visit our school. Nursery staff are involved in the organisation and management of this process and accompany the children on their visits.

All children who have registered for Primary 1 are invited to stay and play sessions with parents and to two induction afternoons in June where they meet and work with school staff in the Early Years Department. During these inductions parents are also invited to stay and are given a presentation by the Depute Head Teacher to provide them with information on the school, the curriculum, our methodologies, use of materials and resources. Parents are provided with an Induction Booklet outlining all areas of school life and how to help pupils make the best start in Primary 1. Primary 1 parents are also invited to an information meeting during the first term.

Class Organisation

Primary 1

Primary 2/1

Primary 3

Primary 4

Primary 5

Primary 5/6

Primary 6/7

Primary 7

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.

At Rashielea, assessment is an integral part of learning and teaching, helping to provide an emerging picture of a young person's progress and achievements as they develop the knowledge, skills and attributes needed for learning, life and work.

Why do we assess?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal strengths and areas requiring support
- To identify children with additional support needs as early as possible
- To inform future planning and target setting
- To ensure continuity and progression
- To communicate accurate information about a child that is useful to parents, teachers, pupils and other agencies.

Assessment of progress is therefore, continual and is a means of assessing our methods and approach in addition to the progress of the child. Recording of assessment is carried out in a variety of ways:-

- Individual pupil progress is recorded yearly in their annual reports to parents.
- Assessment records are kept for pupils in all curricular areas and these records form the basis of information transfer to ensure a quality of transition between stages.
- An individual record sheet is completed in the event of a child leaving the school
- Representative samples of pupil work will be retained in a class folder and any particularly successful items will also be included
- Diagnostic assessment of progress takes place in Primary 3.
- Seesaw- Our main form of communication with parents and is used to share whole school information, individual class information, pupil information including sharing pupil's learning and progress every week, homework etc. This also allows for communication between parents and staff.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded and shared through Seesaw. 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

The role of parents and carers in supporting their children's education is of great importance to us with a key feature of this partnership being to ensure you receive regular information on the progress of your child.

We currently use a variety of methods to:-

- Report on your child's progress and achievements on a regular basis (e.g. Values Awards, Head Teacher Awards, Parents' Nights, Seesaw, informal meetings, Meet the Teacher)
- Inform you of areas of strength and development needs (e.g. Parents' Nights, Annual Reports, Seesaw)
- Provide you with evidence of achievement and attainment (e.g. Seesaw, Open Afternoons, Annual Report, Parents' Nights)
- Actively involve you and your child in the feedback process (Seesaw, Annual Report Feedback, arranged meetings)
- Encourage you to be involved in discussing the next steps in learning with their child at home (e.g. Seesaw, Written Report Feedback, arranged meetings)



Whilst we traditionally report to parents formally during two Parent's Nights and in an annual written report we also report in the wider sense through:

Seesaw

Twitter

Term Targets

Assemblies (Christmas, Scottish Afternoon and Leavers Service)

P1 induction programme

Information Evenings

Newsletter

Open door policy from all staff

Informal/formal meeting

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

Rashielea Primary School Improvement Plan Priorities 2022/2023

- Continue to develop Talk4Writing approaches
- Continue to develop play/inquiry-based learning approaches
- Continue to develop Renfrewshire Nurturing Relationships Approaches
- Begin our Rights Respecting School journey
- Develop a skills-based approach to learning and teaching
- Continue to develop parental partnerships and family learning opportunities

The full School improvement Plan and Standards & Quality Report can be found on our website: <http://rashielea.primary.sch.uk>

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.

Rashielea Primary School is an associated primary school of Park Mains High School.

Head teacher Alan Dick telephone: 0300 300 1411.

Car parking

The car park within the school has a limited number of spaces available for staff and visitors. Parents who are dropping off or picking up their children at the start of the school day, lunchtime or at the end of the school day should not park beyond the 5mph sign at the start of

the access road to the school.

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

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure children are safe, happy and able to benefit from the educational opportunities we offer.

School security

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

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. 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.

Contact procedures

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 leave school 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.

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance. Data is reviewed regularly by the school senior management team and steps taken to support families as appropriate.

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>

At Rashielea we have developed our own policy on anti-bullying which was agreed in consultation with staff, pupils and the parents. This is available on the school website or on request from the school office. Parents should report any concerns regarding bullying to the Head Teacher or a senior member of staff. 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 abuse by those who are able to exert influence over others. [Anti bullying policy](#)

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. You or your child can do so by speaking to a member of staff or by using the Keep Safe Kids app which is a new way for children and young people in Renfrewshire to:

- find health and wellbeing support
- report bullying and wellbeing concerns



Developed by more than 60 pupils from six schools and charity I Am Me Scotland, the app is also packed with help and information for you as a parent or carer.

All reports made through the app are sent directly to the school and will be picked up in the normal way during school hours. Reports can be made anonymously and at any time of day. Information is not stored on the app meaning your data is secure.

Click on the links to download the Keep Safe Kids app for [iOs](#) or [Android](#).



Safeguarding including child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "it's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines in place to make sure that all staff receive training each year and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and radicalisation. Staff ensure the wellbeing of children they come into contact with and work closely with other agencies to protect children and keep them safe. All school staff must report any concerns they have about the welfare of children to the school's child protection co-ordinator.

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport
- Mobile phones may be confiscated where these rules are broken

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

Legal Aspects

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

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

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

School meals

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

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

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

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

School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or Children's Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

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

Pick-up points

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

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

Placing requests

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

Assisted support needs

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

Playground Supervision

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

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This includes taking reasonable care of pupils' safety during intervals and lunchtimes.

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

Equalities

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

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

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

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

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

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

Medical and Health Care

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

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided

outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

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

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

Religious Observance

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.

Nurturing Positive Relationships

At Rashielea Primary our aim is to Get It right for Every Child by providing a positive and inclusive environment where everyone feels valued and is treated with equity. This policy describes a framework which will ensure that we build and develop positive relationships for all within Rashielea.

This policy is based on the five core school values of:

Respect, Honesty, Ambition, Responsibility and Kindness.

Rashielea Primary ensures that all our children are safe, happy, achieving, nurtured, responsible, respected, included and empowered to make a positive contribution to school life. Therefore, in addition to teaching the basic skills, we are also concerned with teaching how to work and play alongside each other and how to behave towards one another. Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect.

Establishing Positive relationships in our school is a **collective** responsibility with everyone in the school working collaboratively to create approaches which are clear, fair, shared and consistent with school policies. All children will experience a safe, nurturing and stimulating learning environment through a supporting ethos built on partnership and strong relationships. They will be encouraged to have high expectations of themselves and others.

Please use your phone to scan the QR code to access a short film made by the children to explain our Nurturing Positive Relationships Policy.



Wet weather arrangements

As we are an outdoor school, our pupils should come to school equipped for being outside during break and lunch regardless of the weather. Children should wear waterproof trousers, waterproof jacket with a hood and wellies.

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:

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

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

The Learner's Journey at Rashielea

The curriculum in our school will continue to develop over coming years to ensure that all our children meet the aims of the four capacities of the Curriculum for Excellence to become successful learners, confident individuals, responsible citizens and effective contributors.

'**Education Scotland**' is the national body responsible for supporting quality and improvement in learning and teaching from early years to adult and community learning.

Their website <https://education.gov.scot/> provides information about Education Scotland and links to the websites of the organisations and teams that form the new agency.

There is information and help available for parents on their 'Parentzone' site which includes a helpful toolkit for parents. This is available at <http://www.ltscotland.org.uk/parentzone>.

Our Learning Approaches

Outdoor Learning

In Rashielea, our children have plentiful opportunities to learn outdoors with a minimum of two planned outdoor slots per day. We value the impact of learning outdoors on our children's health and wellbeing, skills development and attainment.

Our school grounds, nearby field and wooded area provided the perfect location to learn outdoors, providing high-quality experiences across all curricular areas for our children. In addition, children are given opportunities to raise their awareness of environmental and sustainability issues and take action to conserve and protect the local environment through completion of environmental award schemes such as the John Muir Award.

[Click this link to watch how we use Outdoor Learning in Rashielea!](#)

Learning through play

In Rashielea Primary School, we believe that play based learning is essential to the development of the whole child. One of the most important aims of Education is to help each child fulfil his/her potential in all areas of life, not just academically. Learning Through Play can be a useful tool in the fulfilment of this aim. Through play activities (indoors & outdoors), children are encouraged to use their initiative, develop self-esteem and confidence, explore, be imaginative and creative, socialise with peers and other adults and through experiencing success develop positive attitudes towards school and learning.



This document provides more information on the benefits of Play – <https://sway.office.com/5NwyzsSGVSBAD6c?ref=Link&loc=play>

Makaton

Rashielea always seeks to adopt inclusive approaches to engage all of our children and young people.

What is Makaton?

Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other.

With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using symbols can help people who have limited speech and those who cannot or prefer not to sign.#

Makaton in Rashielea Primary School

Makaton is used in Rashielea to support our children to develop communication, language and literacy skills. It is used as a support for children with and without language difficulties to allow all our learners to communicate with each other, learn and play together more easily. Teachers and staff in the school are committed to developing their expertise in Makaton and have introduced regular use of signs in the classroom and have displayed Makaton symbols around the school. This makes everyday communication more accessible for all our children when ordering lunch, going to the toilet or seeking help.

Literacy and Languages

Reading

Reading is a fundamental life skill and is a key priority and focus in relation to attainment and learning and teaching in Rashielea. All children P1 – 7 are engaged in Reflective Reading approaches which teaches them how to discuss, analyse, infer and comprehend texts through summarising, predicting, questioning and clarifying.

We also engage children in Renfrewshire's Dive into Reading approaches which further support comprehension by involving pupils in discussions about likes/dislikes, puzzles and connections in relation to a range of texts (often referred to in class as 3 Sharings). Children are encouraged to respond to different texts and we strive to create a class and school ethos where everyone is motivated to read and where we all read for enjoyment.

Children in Primary 1 are taught Reading Strategies which are reinforced as they move through the school. These help the children to learn how to decode words or work out what words are using a range of 'clues'.

In the lower school, children work on 'colour bands' which reflect their current reading levels. Teachers regularly assess children's reading and maintain Running Records which track progress across the bands. This ensures that all children work at the right level for them as individuals and prevents children being 'stuck' at levels where there are no opportunities to be challenged or progress at their own pace.

In the upper school, we use Accelerated Reading. AR is a computer program that helps teachers manage and monitor children's independent reading practice. Children select a book at their independent reading level and read at their individual pace. When finished, your child takes a short quiz on the computer. We have an extensive school library which has been developed over the years to provide high quality story books, novels and non-fiction materials which children can choose from.

Click on the icon to access the website to complete any book tests at home.



Writing

Children experience many different types/genres of writing –

- * Personal: writing about own experiences
- * Functional: writing for a purpose
- * Imaginative: developing own ideas and thoughts

As with reading, writing is a key priority and focus in relation to attainment in the school. Children are encouraged to take part in regular EWIC (Everyone Writes In Class) which is low-stake writing and where they can write freely about topics of their choosing to practise their skills.

At Rashielea, we follow the Talk for Writing programme by Pie Corbett. It allows our learners to engage in a wide range of texts and genres which they can draw upon in their own writing. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

For more information on this programme, follow this link – <https://www.talk4writing.com/about/>

Spelling

We have created progressive Spelling and Grammar programmes to ensure that children cover the key skills and spelling patterns P1 – 7. We take an active approach to spelling where children are engaged in a range of different activities to reinforce their weekly word lists.

Talking & Listening

Pupils learn to talk and listen to each other through many opportunities to work cooperatively, engage in discussions and debates, perform/talk to an audience and to listen and respond to texts and media. These are very important life skills and permeate all aspects of learning.

Assessment

For all aspects of literacy, pupils are encouraged to track their own progress and set personal targets/next steps for reading and writing which are discussed with their teachers in regular learning conversations and shared with parents/carers. Teachers also track progress for each individual pupil and this is discussed at regular attainment tracking meetings where support needs are identified and strategies put in place to address any barriers to learning.

Languages – 1 +2 Approach

For more information about the 1+2 approach to modern languages you can visit Education Scotland's section for teachers on Language Learning – a 1+2 Approach. Parents may find some of this informative and relevant. Here you will find information on language learning in primary schools and video clips of language learning in action.

Learning other languages means your child can make connections with different people and their cultures. They will increase their enjoyment and understanding of their own and other cultures. Their ability to use different languages will allow them to understand and communicate socially and in the world of work.

(Source: Parentzone Scotland)

Our main language taught P1 – 7 is French. Pupils P5 – 7 also experience German. We use the Linguascope resource which is interactive and motivating for the children to enhance learning and teaching of languages.

School languages link: [Language](#)

Numeracy and Mathematics

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

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

At Rashielea it is our policy to promote numeracy and mathematics as essential skills for life and work. We have high expectations for our pupils and employ a wide range of learning and teaching approaches that encourage positive attitudes, confidence and resilience in mathematics. We encourage children to question, explain their thinking and work collaboratively on problem solving tasks. Practical activities are used to ensure children acquire and understand mathematical concepts. Meaningful links across the curriculum and real life contexts for learning are also provided through Financial Education and (World of Work) focus weeks.

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

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

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

**Sources: Parent Zone Education Scotland;
Making Maths Count**

Please use the below links to see examples of various strategies taught in Rashielea Primary School. This may be beneficial when helping children with homework or to reinforce a specific area of maths and numeracy.

[Cluster Parent Prompts Early](#)

[Cluster Parent Prompts First](#)

[Cluster Parent Prompts Second](#)

[*Every Days a Learning Day 3 to 6 Ed Scot*](#)

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
- 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.

Please visit [Renfrewshire's Health and Wellbeing Blog](#) for more information on these areas.

Please see our MHWB link for more information.

<https://sway.office.com/jUR7SwmE3UXGOjm0?ref=Link>

PATHS Programme

PATHS is a programme for schools which empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. These skills are taught through a highly structured programme which encourages the children to recognise their own and other people's feelings and build up a bank of strategies for how to deal with them. This learning is reinforced by all staff who remind children of the golden rule of treating others as you wish to be treated. Please use your phone to scan QR code for a video made by the children to explain our PAThS programme.



STEM

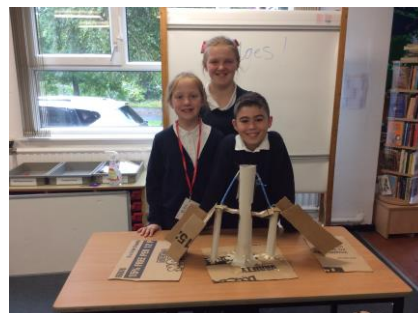
Science, Technology, Engineering and Maths (STEM) provides fantastic opportunities for all our children to engage in inquiry-based learning. Children experience a wide range of learning experiences focused around these four subject areas developing the necessary skills for learning, life and work.

Rashielea is a delivering centre for the Young STEM Leader programme which is on offer to primary 7 pupils. This programme aims to develop knowledge of STEM careers and opportunities and culminates with the children planning and leading their own STEM activity to others, demonstrating our school values of Responsibility and Ambition.

Children across the school participate in the Primary Engineer Leaders Award, increasing their knowledge of the various engineering disciplines, the engineering design process and challenging them to design solutions to everyday problems. We work closely with engineers in our parent community and local companies who provide valuable learning experiences for our children as part of this project.

Technologies

Technology – the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants – has had profound effects on society. Scotland has a strong tradition of excellence and innovation in technological research. This is especially true in areas such as engineering, electronics, optoelectronics, biomedical research, genomics and cell engineering. Learning in the technologies provides a strong foundation for the development of skills and knowledge, which are, and will



continue to be, essential in maintaining our economic prosperity.

Within *Curriculum for Excellence*, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

We use digital technology as an integral part of our curriculum to support learning and teaching. All classrooms use SMART Board technology to create interactive displays to support teaching. Children have access to laptops, chrome books and iPads and are encouraged to develop a sense of autonomy when using technology to support learning (for example: a variety of literacy tools are used to support writing across the school, including Clicker 7, Speech-to-Text functions and spell check).

At Rashielea we aim to offer challenging ICT and technology activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.



Expressive Arts

At Rashielea, we aim for all children to:

- develop important skills, both those specific to the expressive arts and those which are transferable
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- be creative and express themselves in different ways

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. We encourage the children to express themselves while giving them the opportunity to use a wide range of materials and to develop various techniques and skills. Classrooms and corridor walls are a record of the variety of work that is done and the imagination and skill of our pupils.

Music

Our music programme allows children the chance to enjoy listening to music and to participate in music making either by singing, using percussion instruments, or learning to play the cello or violin. Weekly visits by music specialists allow us to offer violin and cello instruction to those children who want it and are able to benefit from it.



Drama

Through a variety of drama games and role play activities through literacy and HWB, we promote expression and communication as well as self-confidence. Children will be encouraged to think of and discuss movement, speech, space and sound. We offer all children opportunities to watch, take part and enjoy drama productions.



Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes

- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business.



At Rashielea we will develop this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries. Teachers will explore the opportunities to plan within and across curriculum areas. The organisers will assist with the collaborative planning of coherent programmes of learning at Rashielea Primary.

Sciences

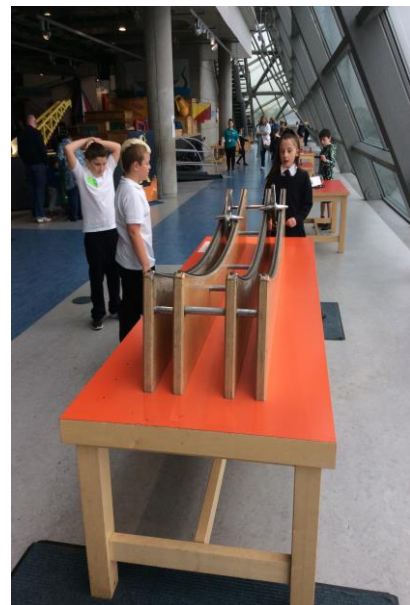
Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Content has been updated and account has been taken of research evidence on learning in science and of international comparisons. As a result, there is a strong emphasis on the development of understanding and on critical evaluation, and expectations in some areas have been raised.

Within the new curriculum the new key concepts are as follows:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.



Through these organisers, we aim to develop our new Science curriculum to provide a range of different contexts for learning which draw on important aspects of everyday life and work.

Developing the Young Workforce

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

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

The four main areas are:

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

The themes are built around the main areas:

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

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

The range of activities can include:

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



Religious & Moral Education

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly. Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Religious Education should encourage pupils over their school life, to recognise religion as an important expression of human experience. It should encourage pupils to reflect on and respond to the values, beliefs and practices of religious traditions within our community and beyond. Religious Observance, our programme for assemblies' centres on our agreed school values. We aim to allow pupils to engage in a shared reflection activity, expressing their spiritual needs and aspirations and this allows those of us who wish, to worship. Renfrewshire policies have regard to advice set out in SEED Circular 6/91 and the Education (Scotland) Act 1980. We celebrate important occasions in life of the school and community and we involve pupils in experiences which stimulate, challenge and extend their capacities for a spiritual response to the world in which they live. We would remind you of your right to withdraw your child if you so wish from any form of religious observance or instruction. This should be done in writing to the Headteacher. 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. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

Visits and Outings

We aim to enhance learning by having visitors to school or by having class outings to local areas, art galleries, museums and castles.



Getting it Right for Every Child (GIRFEC)

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

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

Additional Support for Learning

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of 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 and locally 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

Ren10 – Renfrewshire's range of early help services for your mental health, supporting both children and parents.

Text REN10 to 85258 for free and confidential support, 24 hours a day.

Visit the REN10 website at <https://www.ren10.co.uk/> to see all available support services.

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.

Specialist support service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

Homework

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

Rashielea Primary school has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Homework is usually given through Seesaw.

Extra-Curricular Activities

We offer a varied range of extra-curricular activities during the school year such as football, running, golf, basketball, dancing, drama, tennis and netball. Many of these activities are provided and co-ordinated by our Active Schools Co-ordinator who is based at Park Mains Secondary School. The school also supports a wide range of partnership initiatives in sport, leisure and cultural enterprises.

Home School Community Links

Parental Involvement

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

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

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

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

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

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

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

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

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

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

Parent Teacher Association

At Rashielea we are very fortunate to have a very active and involved group of parents who form our Parents' Association. They work with us in school to support and enhance the work that we do by holding fundraising events throughout the school year. From the funds raised they pay for the annual school Panto, the Primary 7 leaver's events and donate money to our School Fund which pays for a range of resources to enhance the experiences of our children.

The support is highly valued by the school. The PA meet monthly usually on the first Monday of each month at 7.00pm. A Welcome meeting and AGM are held each session. All interested parents are invited to come along to any of the meetings if they want to join the PA – all help is very much appreciated.

The PA effectively demonstrates and develops partnership between home and school. More information can be found on our school website.



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

The school plays an important role in the community and we welcome all opportunities to foster good relationships and community links.

Children are working hard to support the local food bank, which works in partnership with Erskine Baptist Church and we have maintained links with our community council, Erskine Home and local care homes as well as fostering links with local businesses.

Our school choir is also very active and popular in the local community. They are requested to perform at various events throughout the session and we are pleased at the positive reception they receive wherever they perform.

We have developed strong links with John Muir Trust, Erskine Community Garden and Forestry Commission to support our outdoor learning and learning for sustainability.

Over the course of the year our pupils agree the charities that they wish to focus on as well as our annual fundraiser for MacMillan Cancer Research. Our children also have the opportunity to work in partnership with the local high school as part of the Pupil Participatory Budget Scheme.

We support and value a positive reading culture within the school which is enhanced by regular visits to our local library.

Local engineering firms have enhanced our children's learning experience in STEM and we have fostered strong links with many of these businesses, including Rolls Royce, Howdens, Royal Navy etc.



School Lets

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

To apply to use school facilities, contact OneRen. Contact details are in the important contacts section at the end of this handbook.

Other Useful Information

Listening to learn - complaints, comments and suggestions

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

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

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

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

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

Data Protection

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

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

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

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

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

Information in Emergencies

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

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

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

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

Important Contacts

Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
--------------	---	---

Homelink Service

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

Senior Home Link Workers

Email
morag.mcquire@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/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- | | |
|----------------------------------|--|
| 1. the handbook useful? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. the handbook easy to use? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

Name of school: _____

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

Policy & Commissioning Team
Children's Services, Renfrewshire Council
Renfrewshire House
Cotton Street
Paisley
PA1 1LE
email address: csdatapolicy@renfrewshire.gov.uk