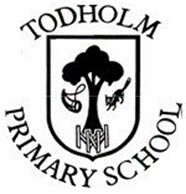
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Todholm Primary School & ELCC Handbook

Session 2024-25

Renfrewshire Council

** A group of children sitting on the floor in a room with a projector screen

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# Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to Todholm Primary School and Early Learning and Childcare Class. We are delighted that you have chosen Todholm for your child and look forward to a long and happy relationship with your family.

We are firmly committed to working in partnership with you to provide your child with the highest quality educational experiences whilst ensuring they are developing into confident, responsible and resilient citizens.

I hope that this handbook will give you a flavour of life at our school. For more information you can visit our website <https://blogs.glowscotland.org.uk/re/todholm/>

If you have questions or would like further information or a tour of our school and Early Learning and Childcare Class then please do not hesitate to contact a member of the senior leadership team through the school office.

Throughout the session you will be offered opportunities to join in activities in the school, to attend events or meetings where issues affecting your child will be discussed. I do hope you manage to come along as we value your participation and are keen for parents to play a positive and active role in our school community.

I hope that your child will be very happy with us in Todholm. 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

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Aileen Cochrane

Head Teacher

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

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

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

School Aims

Our school and Early Learning and Childcare Class aims are based on our motto, **Believe to Achieve!**

Our vision is of a welcoming, caring, happy and stimulating place where everyone is encouraged to develop their potential. Our school values are **friendship**, **respect**, **aspiration**, **community** and **kindness** and these values are embedded in our practice.

At Todholm, all staff aim to work together with parents to provide the best opportunities for every child in our care. We aim to:

* provide for each child a broad, balanced curriculum which takes account of national and local guidance, reflects current Curriculum for Excellence recommendations and provides appropriate opportunities for pupil choices, as well as promoting independence in learning.
* enable all pupils to achieve their potential by continuing to develop strategies which improve and maintain attainment.
* provide high quality teaching which employs an appropriate variety of approaches and takes account of the previous knowledge of the child, involves parents and motivates children.
* provide an atmosphere of warmth where children can learn to care for themselves and others and develop respect for the views and beliefs of others.
* create a sense of identity and pride in our school by fostering partnerships with all who work in and use the school community. These partnerships should be actively involved to create an inclusive community which set high expectations of all community members and create good role models for our future citizens.
* create a happy, stimulating and safe environment with good use of well trained staff and well organised resources.
* manage the school effectively through policies, strategies and systems for planning, implementation, monitoring and evaluating.

These aims are delivered by a well-organised learning and teaching experience and focussed regular evaluation of practice.

# 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 Aileen Cochrane**

**Head Teacher**

Mrs Cochrane has overall responsibility for the leadership of both the school and early learning and childcare class. Mrs Cochrane is the co-ordinator for Health and Wellbeing.



**Mrs Claire Hall**

**Depute Head Teacher**

Mrs Hall is Depute Head Teacher with pastoral responsibility for the early years class and Primary 1-3. In addition to her teaching commitment Mrs Hall is the Coordinator for Literacy and English. She leads our Renfrewshire Nurturing Relationship Approaches initiative. Mrs Hall is also responsible for the daily running of the early years class.

A person smiling for a selfie

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**Mrs Laura McAllister**

**Depute Head Teacher**

Mrs McAllister is Depute Head Teacher with pastoral responsibility for Primary 4-7. In addition to her teaching commitment Mrs McAllister is the Pupil Support Coordinator. Shee also has responsibility for Looked After Children and is the Coordinator for STEM and Numeracy and Mathematics.

A person taking a selfie

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**Miss Hazel McGhie**

**Principal Teacher**

Miss McGhie is Principal Teacher. In addition to her teaching commitment Miss McGhie has curricular responsibilities for Digital Literacy and STEM. She is also responsible for overseeing Parental Engagement and Family Learning.

A person smiling at camera

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**Mrs Lynsay Tomlinson**

**Principal Teacher**

Mrs Tomlinson is Principal Teacher. In addition to her teaching commitment Mrs Tomlinson has shared curricular responsibilities for Music, Art and Design, P.E. and drama. She also coordinates the Walk to School programme and Active School programme.

**Teachers**

Miss Courtney Boyd

Miss Eve Thomson

Miss Hannah Williamson

Miss Kirsteen McDonald

Mrs Amanda Scarff-McInnes

Mrs Leanne Niven

Mrs Ruth Bull

Mrs Carolyn Anderson

Mr Brian Campbell

Mrs Dorothy Bell

Mrs Linsey Webb

Mrs Maxine McCann

Miss Gemma McKenzie

Mr Graeme Henry

Mrs Nadia McAloney

Miss Edwina Wilson

**Other School Staff**

Miss Chelsea Woods Early Learning and Childcare Officer (P1)

Mrs Karen Hill Service Delivery Officer

Mrs Amanda McLoone Senior Clerical Officer

Miss Claire Murray Clerical Officer

Mrs Chloe Harvey Clerical Officer

Mrs Eileen McNally Classroom Assistant

Miss Claire Wedlock Additional Support Needs Assistant

Mrs Eileen Boyd Additional Support Needs Assistant

Mrs Karen Gallagher Additional Support Needs Assistant

Miss Michelle Keegan Additional Support Needs Assistant

Miss Caitlin Wright Additonal Support Needs Assistant

Mr Des Lock Janitor (AMEY)

Mrs Cath Caldwell Janitor/Cleaner (AMEY)

**Visiting Services Staff**

Rachel Robinson Home Link worker

Marilisa Scognamiglio Educational Psychologist

Sam Elliott/Emma Driver Active Schools Co-ordinators

Joanne Wylie Music Teacher (violin)

**Early Learning and Childcare Class Staff**

**Early Learning and Childcare Officers**

Mrs Lynn Lyle – Senior

Miss Jacqui Alexander

Mrs Rachel Russell

Miss Kirsty O’Rourke

Miss Stephanie Manson

Miss Laura Wilson

Mrs Tricia Brogan

Mrs Shannon McDaid

Miss Danielle Smith

Mrs Chloe McLaren

Mrs Lauren Logan

Miss Naomi Crockett

Mrs Jennifer Glover – Early Learning & Childcare Graduate

Mrs Donna Carlyle – Early Learning & Childcare Support Worker

Mrs Leanne Morrison – Early Learning & Childcare Support Worker

## School Information

**School Contact Details**

• phone number: 0300 300 0191

• email address: todholmenquiries@renfrewshire.gov.uk

• write to or visit us at: Todholm Primary School, Lochfield Road, Paisley, PA2 7JE

Todholm Primary is a non denominational co-educational school which offers education to all children from the age of 4.5 years to 12.5 years through stages Primary One to Primary Seven. We also have an Early Learning and Childcare Class which provides places for a maximum of 56 children.

**Parent Council contact details**

Further enquiries about the parent council can be emailed to todholmpc@gmail.com

Information pertaining to the Parent Council can be found on their Facebook page. Simply search Facebook for ‘Todholm Parent Council’ and you will see further information. The Parent Council meet approximately four times a year in the Conference Room, usually at 7 00pm. All parents and carers are welcome to attend any meeting. The Parent Council supports all classes of the school, including the early learning and childcare class. Early learning and childcare class parents are very welcome to attend the meetings or join the Parent Council. The Parent Council has a notice board both inside and outside of the school.

The office bearers of Todholm Parent Council are:

Chair Mrs Andrea Harkin

Vice Chair Mrs Yvonne Kerr

Treasurer Mrs Lindsay Thornhill

Clerk Mrs Sarah Steven

**School roll**

The current school roll is 390. Parents should note that the working capacity of the school may vary dependent on the number of the pupils at each stage and the way classes are organised.

**Parental involvement**

We have a number of parents and grandparents who come into school to help us with active learning play sessions and as escorts on school trips. We are indebted to these parents and value their support. If you have time or talents that you would be happy to share to enhance our children’s learning, then we would be delighted to hear from you. Please contact the school office to let them know how you can help.

Parents are invited into school at different times of the school year for a variety of events. These include learning events such as Parents’ Evenings and open afternoons as well as invitations to school shows, nativity plays and social events. Parents’ views are sought on a number of issues throughout the school year.

## School day

**All children 9.00 am – 3.00 pm**

**Morning interval 10.30am – 10.45am (P1, P3, P4 & P7)**

**10.45am – 11.00am (P2, P4 , P6)**

**Lunch Break 12.15pm – 1.00pm**

## School year

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

**Teachers return Thursday 14 August 2025**

## ****School in-service days****

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

## School dress

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.

**Todholm School Uniform**

* **Grey school skirt, school shorts, pinafore or school trousers**
* **White school shirt with tie or polo shirt (a polo shirt is recommended for P.E. days)**
* **Red school jumper or cardigan**
* **Black outdoor shoes**
* **Shorts for P.E.**
* **Soft soled shoes for P.E.**

**Please note the following points:**

* Black and navy are not school colours.
* Earrings should be removed or tapped for P.E. Please arrange to do this at home on P.E. days unless your child can manage this independently.
* It is very helpful to the school if parents of younger pupils (P1 and P2), provide shoes, both indoor and outdoor, which their child can fasten as children change their shoes several times a day.
* Please label all items of clothing with your child’s name.

## Registration and Enrolment

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

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

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

## Induction procedures for pupils starting school and their parents

In May/June of each year Primary 1 entrants and their parents are invited to visit the school on a number of occasions. Children are given time to become familiar with their surroundings and their teacher.

Parents will be notified of arrangements for meetings with parents and inductions days for pupils during the spring or summer terms.

For the benefit of children who have been in our early learning and childcare class, a member of the early learning and childcare class staff will be in Primary 1 classroom on these occasions to welcome the children to P1 and to provide reassurance. Parents meet with the Head Teacher, Mrs Cochrane and Depute Head Teachers, Mrs Hall and Mrs McAllister to discuss the routines and procedures of the school. In August there will be an opportunity for parents to meet their child’s teacher and hear more about the curriculum.

## Class Organisation

Each year an allocation of teaching staff is made to the school based upon the pupil roll. From this allocation the Head Teacher must provide for the effective management of the school, enable teachers to receive their entitlement to a reduction in class contact time, and form the most advantageous class structure. Classes will either comprise of children of the same age and stage or be composite. A composite class is made up of children of two consecutive stages and cannot contain more than 25 pupils. Teachers of composite classes manage, organise and teach their classes in exactly the same way as teachers of single age group classes.

Our pupils are currently organised into 14 classes. Throughout the school year, pupils will learn in a variety of groupings, from individual to groups and whole class.

## Assessment and Reporting

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

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

Teachers in the school use formative assessment strategies to ensure assessment supports learning. The main ideas of formative assessment are:

* Children are clear about what they are trying to learn and what is expected of them
* They are given feedback about the quality of their work and what they can do to improve
* They are given help and support as to how they can make these improvements and who can help them
* They are fully involved in identifying the next steps in their learning

Class teachers are constantly assessing children both formally and informally to check on progress. Pupils' progress is carefully monitored through each stage of the school by the class teachers and the management team, to ensure appropriate support and challenge.

Parents have two formal opportunities to meet with their child's class teacher and discuss their progress, normally in October and May. A detailed report is provided to all parents/carers in May. School and Early Learning and Childcare Class staff are, of course, happy to discuss pupil progress throughout the session and parents should contact the class teacher or the relevant Depute Head Teacher in the first instance if they have any concerns or matters they wish to discuss.

### Tracking learners’ progress

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

### Reporting

Regular reports to parents provide clear, positive and constructive information about their child’s learning and progress, reflecting on what has been achieved against standards and expectations.

## Summary of the School Improvement Plan

This is a summary of the Todholm School Improvement Priorities for season 2024 – 2025.

Priority 1 - Raise attainment in Literacy and Numeracy

Priority 2 – To improve our children’s health & wellbeing and attainment through an inclusive approach.

Priority 3 – To improve attainment through high quality learning, teaching and assessment.

A copy of the full school improvement plan can be found on the school website.

## 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.

Todholm Primary School is an associated primary school of Paisley Grammar Secondary School. Head teacher: Mrs Janice Levens Telephone: 0300 300 1400

## Early Learning and Childcare Class of Todholm Primary School

## Early Learning and Childcare Class Provision

The school's early learning and childcare class provides 56 places for children aged 3 - 5 years. Children are entitled to 1140 hours of early learning and childcare per year.

Children are eligible for entry to the nursery after their third birthday. Children will start from the beginning of term depending on the month they turn three.



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

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

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

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

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

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

## Admission to Nursery

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

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

## Transfer to Primary

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

## Car parking

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

# Care and welfare

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

## School security

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

## Attendance and absence

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

If your child attends Todholm Early Learning & Childcare Class then it is important that they attend regularly as evidence shows that regular attendance at nursery can enhance a child’s development.

## Bullying

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

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. You can request a copy of the Council’s policy and/or the school’s policy from the school office or access them online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed.

## Safeguarding including child protection

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

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

## Mobile phones

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

* All phones should be turned off and kept out of sight during the school day within the school 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

In Todholm Primary School there is a 3 week menu cycle. Each day there are 3 options to choose from. The menu is displayed on the school and council website. If your child has any allergies or food intolerances, please inform the school office.

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

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>

## 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.

## Managing positive behaviour

A Relationships Policy is in place within the school.

Our school expectations are that each member of staff and all pupils will be Ready, Respectful and Safe in how they conduct themselves at school and ELCC. Our responsibilities to each other stem from our Values and Aims. Our pupils and staff should aim to be role model of behaviours that represent: Friendship, Respect, Aspiration, Community and Kindness

**Restorative Practice**

Education Scotland state that restorative approaches are built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused by a situation.

Schools may use restorative approaches as part of a planned response to relationships and/or discipline. This is a more effective response than traditional punishments because restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils, and betweenpupils and staff.

Our stepped boundary approach, detailed below, is a restorative, nurture-based approach that focusses on promoting accountability and ensuring certainty in practice as reflections on behaviour will consistently take place.

**Class Dojo**

Class Dojo is used across the school and ELCC to support everyone in upholding Todholm’s Expectations, Values and Aims. Class Dojo is a digital classroom reward system in which teachers and students build their classroom culture. They choose skills and values - things like Respect or Kindness – and share feedback on progress with each other.

All children in P1-7 are involved in our ‘Todholm Teams’ house system. There are four teams **Coats**, **Mirin,** **Abbey** and **Tannahill**. The teams have been carefully planned to ensure that no team has an unfair advantage.

Each team has a Captain who is selected from P7 and a Vice Captain from P6.

Our House Points system is also delivered through Class Dojo. This allows our pupils to work towards goals by achieving points for demonstrating the school Expectations, Values and Aims. Any adult at Todholm Primary can award House Points to our pupils. ‘

Communication to parents via ClassDojo should focus on positive interactions. Any issues should be discussed via telephone call or in person.

The full relationship policy is on the school website.

## Wet weather arrangements

The children play outside at intervals and lunchtimes however in the instance of extremely weather the children will remain in their classrooms.

The doors may be opened at 8:55am to give access to the school if the weather is wet.

# 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

[Curriculum for Excellence](http://www.educationscotland.gov.uk/parentzone/cfe/index.asp) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

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

**Broad General Education**

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

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

The curricular areas which will be followed within the BGE are: Literacy, numeracy and health and well-being – responsibility of all; and English, mathematics, modern languages, science, technologies, social studies, expressive arts and religious and moral education. The Learner’s Journey:

|  |  |
| --- | --- |
| **Level** | **Stage** |
| Early | The pre-school years and P1 or later for some |
| First | To the end of P4,but earlier or later for some |
| Second | To the end of P7, but earlier or later for some |
| Third and Fourth | S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4 |
| Senior phase | S4-S6 and college or other means of study |

**Subjects**

Your children’s learning takes place within the following curricular areas and subjects:

Expressive Arts (Music, Art and Design, Drama and Dance)

Health and Well-being including PE

Literacy & English (including modern Languages)

Numeracy & Mathematics

Religious & Moral Education

Science

Social Studies

Technologies

We use an approach referred to as **interdisciplinary learning** to make links between different subjects or disciplines to enhance children’s learning as appropriate. It promotes the development and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through exploring an issue, solving problems or completing a final project.

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

It is the responsibility of all staff in Todholm to contribute to the children’s learning and development in literacy, numeracy and health and well-being. These subjects are often taught discretely and reinforced across all areas of children’s learning.

**Health and Wellbeing**

The children all receive 2 hours of physical education a week. This is undertaken in the gym hall, dining hall or outside. The children learn a range of skills and get the opportunity to try and range of sports.

Promoting Positive Thinking Strategies (PATHS) is a programme that is used throughout the early years class and school. The programme is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.

The Renfrewshire Nurturing Relationships Approach (RNRA) is a whole school nurturing approach that focuses on the development of nurture principles within the school. The school is undertaking this approach in partnership with Renfrewshire’s Educational Psychology Department.

**Our approach to sex education**

Our teachers are trained to deliver the Curriculum for Excellence experiences and outcomes which relate to the Relationships, Sexual health and Parenthood aspect of Health and Well-being. This programme runs from P1 – P7. Further information on the content and delivery of this programme is given separately to parents via information leaflets and/ or workshops or can be requested from the Head Teacher. This programme is delivered in term 2 (January until March).

**Literacy & English**

In Todholm we strive to develop our pupils’ English Language and Literacy skills. Literacy is fundamental to all areas of learning; the key to a wider curriculum. It increases opportunities, lays foundations for lifelong learning and contributes to the development of all four capacities of Curriculum for Excellence. The Literacy and English Language programme covers Reading, Writing, Talking and Listening.

We promote a culture of reading within the school and early years class. All children and families are encouraged to join the local library or mobile library. The school takes part in a variety of initiatives to promote reading including the Renfrewshire Summer Reading Challenge.

Pupils develop their literacy skills through opportunities to communicate and collaborate, to reflect, to engage with and create a wide range of texts, to develop understanding of our own and others’ cultures and to explore the richness and diversity of language. They are encouraged to enrich their vocabulary through reading, writing, talking and listening.

In English Language pupils engage with a wide range of texts to develop an appreciation of the richness and breadth of Scotland’s heritage and they explore and discuss word patterns and text structures.

**Modern Languages**

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Within Curriculum for Excellence the experiences and outcomes for modern languages are described at second, third and fourth levels.

The organisers are: listening and talking, reading and writing.

French is taught in all stages of the school, including the early learning and childcare class and Spanish is taught in Primaries 5,6 & 7. A number of teachers have undergone additional training and lots of new resources have been purchased to support the delivery of this.

**Numeracy & Mathematics**

The numeracy and mathematics experiences and outcomes in a Curriculum for Excellence are structured within three main organisers, each of which contains a number of subdivisions:

* **Number, money and measure**
* **Shape, position and movement**
* **Information handling**

From early level through to second level, these will be developed through practical activities, discussions, investigations and by the teaching of skills and techniques. Some of our pupils will progress onto third level outcomes.

All teachers ensure continuity and progression by planning using the experiences and outcomes from CfE. Active learning takes place at all stages.

**Social Studies**

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. The organisers for Social studies are:-

* People, Place and Environment
* People, Past Events and Societies
* People, Society, Economy and Business

Social Studies are taught throughout the school and early learning and childcare class. We begin at the early stages with pupils relating to their experience of their immediate environment and move on to extend their knowledge and understanding of their local environment which then grows to encompass other places and other times thus pointing pupils to Scottish, British, European and global dimensions. Pupils are encouraged to develop informed attitudes and values relating to the care and conservation of the environment.

**Technologies**

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.

The Technologies framework has six organisers, namely:

* technological developments in society
* digital literacy to enhance learning.
* business
* computing science
* food and textiles
* craft, design, engineering and graphics.

Digital literacy refers to forms of technology that are used to transmit, store, create, display, share or exchange information by electronic means being skilled in digital literacy is essential if children and young people are to be effective contributors able to communicate and interact on a global scale.

Digital literacy permeates all curricular areas. Our programme of study incorporates the use of computers, internet, email, coding, digital still and video cameras and interactive whiteboards. All classes have access to chromebooks and ipads. All classrooms have an interactive whiteboard with a dedicated laptop.

We follow Renfrewshire Council’s policy on internet use and ask consent from parents before allowing children to use the internet.

**Religious & Moral Education**

Religious and Moral Education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Religious Education is concerned with developing an understanding of religion. In Todholm we study Christianity, two other World Religions and Personal Search. Moral Education is taught both with specific lessons and by an ethos of respect and positive behaviour in all school activities. Each term we celebrate Christian festivals in assemblies. As parents you have the right to withdraw your child from religious observance and should you wish to exercise this right, you are asked to confirm this in writing to the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Requests detailing the proposed arrangements should be made in writing to the Head Teacher.

Our school is fortunate to have a close link with the local church. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance.

**Expressive Arts**

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

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

**Music**

Children develop their musical knowledge and skills through Go for Bronze and Go for Silver. This establishes a sound musical base through the use of the voice, rhymes and songs to promote a thorough knowledge of; beat, rhythm, musical notation, pitch and knowledge of instruments. During the year, children have opportunities to perform to audiences within the school and the local community. Violin is offered to pupils in Primary 6 and 7.

**Art & Design**

Children have opportunities to explore a range of media, discovering their properties and how to use them to best effect. They also develop a wide range of skills, including; sculpture, printmaking, line drawing and many more. These skills are applied when children create their own pieces throughout the curriculum. Awareness of the styles of famous artists helps to inspire pupils when creating artistically. During the school year, pupils may enter local and national art competitions.

**Drama**

Knowledge of Drama conventions and skills are developed through Drama Chest lessons. These lessons include an exciting range of props to help set the scene and encourage pupils to fully embrace role play. Drama also helps to inform learning across the curriculum, techniques help pupils to gain a real insight into both real and imaginary scenarios and characters. Children have opportunities to share their learning through performances to other classes and larger audiences, including parents and members of the community. We also encourage visits from theatre groups who bring live performances into the school.

**Dance**

Dance is used as a vehicle for children to express themselves creatively. Pupils may devise a dance in response to a piece of music, text, another dance or through learning in Social Studies. Scottish and Country Dance is taught throughout the school and specific styles of dance including Irish and Line dancing may be offered to groups of pupils during blocks of Golden Time.

**Science**

Within Curriculum for Excellence the key concepts have been clearly identified using five organisers.

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

In Todholm Primary sciences are taught through topics and standalone subjects.

## 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 include -

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

Telephone – 0345 123 2303

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

**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](mailto:resolve@childreninscotland.org.uk)

## Educational Psychology Service

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

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

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

## Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

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

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

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

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

The teams support the additional needs of:

* children with a significant hearing and or visual impairment
* children with English as an additional language who are at the early stages of learning English
* care experienced children and young people and those experiencing discontinuity in their learning
* children and young people with a range of additional support needs

## Homework

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

Todholm 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 and it is posted on the school website.

In Primaries 1-3 the children can find the day at school quite tiring. In order to be ready for their busy days they should be in bed early.

As children progress through the school it is important that you take an interest in your child’s work and demonstrate to your child that homework is of value. We send homework home in a Todholm packet to show children that it is important. Homework will also be posted on Class Dojo.

As our pupils get older, homework is used to encourage pupils to budget their time, integrate learning by using a variety of sources of information and establish the discipline of self-motivation, preparing them for the greater depth of study to be encountered in Secondary Education. From P3 – 7 homework may be set on Google Classrooms or Class Dojo.

Homework should **not** exceed 10-15 minutes for P1-3 pupils, 15-20 minutes for P4-5, or 20-30 minutes for P6-7 pupils each evening.

## Developing the Young Workforce

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

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

The four main areas are:

* Enterprising learning and teaching
* Entrepreneurial learning
* Work-based vocational learning
* Career education

The themes are built around the main areas:

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

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

The range of activities can include:

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

## Extra Curricular Activities

The school provides a range of these activities over the school year and parents are notified of them well in advance. Extra-curricular activities might include basketball, netball, homework club, choir and chess club. Mrs Tomlinson works with staff and our Active Schools co-ordinator to organise and oversee these activities.

# Home School Community Links

## Parental Involvement

At Todholm we actively encourage parents to get involved in the school. We offer a range of Family Learning opportunities such a Nursery Family Fun Club, Primary 1 Bedtime Story Club, Reading Cafes and Mini-Mathematicians to help parents to support their child’s education. We also offer opportunities for parents to develop their own skills through Heart Start and Parent Empowerment.

We also welcome parents into volunteer as helpers on trips, helping with play in the early years or to support initiatives such as Reading Friend’s.

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/>

## Whole Family Wellbeing

The School Family Wellbeing Team is one of the services that supports children and families in Renfrewshire. They will work with young people and families where additional help is required to make sure children and young people can make the most of their school experience. They can help families with issues such as school attendance, managing relationships and any barriers to learning. They will attend team around the child meetings to agree how they could contribute to your child’s wellbeing plan.

Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

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

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

## Pupil Council

**Todholm Pupil Council**

Representatives from P1-7 are selected by their classmates each year to serve on the Pupil Council. These representatives meet with members of the Senior Management Team to give their views on school issues from a pupil perspective.

**Other Committees**

All our children are given the opportunity to be part of a pupil voice group. These cover a range of areas such as Rights Respecting School, Eco Committee, Literacy and Numeracy Steering Groups and also School Improvement Team. Each committee will meet at least once a term. The children are actively encouraged to have their say in how Todholm is run and what improvements they would like to see. They are actively involved in the decision process.

## Community Links

We have worked hard to make Todholm the heart of the local community.

The staff use the local community as a focus for learning. Visitors from the local community are encouraged to visit the school to talk to the children as outlined in previous pages.

Jennyswell After School Care looks after some of our pupils before and after school and we have links with the staff there. We exchange visits with Riverbrae and Mary Russell. We have many work experience students from Paisley Grammar, St Andrew’s Academy, Mary Russell, Castlehead High School and Gleniffer High School. We enjoy excellent links with local care homes. We also enjoy excellent links with the Skoobmobile. Many local charities have benefited from donations by the school. Our aim is that the children should be guided towards respecting their community and that they should begin to contribute to it.

## School Lets

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

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

# Other Useful Information

## Listening to learn - complaints, comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.  
  
If, in particular, you have a complaint about the school, you can submit this by writing, telephoning or making an appointment to speak with the Headteacher. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue confidentially. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

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

**Stage 1 complaint:**

* Complaints about the school should be directed to the head teacher in the first instance.
* It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
* We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.

**Stage 2 complaint:**

* If you are not happy with the response to your complaint, you have the right to take it further and submit a complaint to Children’s Services. This is also known as a stage 2 complaint. You can do this by completing a complaints form (available from the school or any council office), fill in the online form via your ‘my account’, write to us, email us at [complaints@renfrewshire.gov.uk](mailto:complaints@renfrewshire.gov.uk), or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to inform you.
* If you remain dissatisfied following the stage 2 outcome, you can contact the Scottish Public Services Ombudsman and our response will include the contact details.
* You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## Data Protection

Information on pupils, parents and guardians is stored on a secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council’s general Privacy Policy, here: [https://www.renfrewshire.gov.uk/article/2201/Privacy-policy](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.renfrewshire.gov.uk%2Farticle%2F2201%2FPrivacy-policy&data=05%7C01%7Cmichelle.stewart%40renfrewshire.gov.uk%7C0ee17b632e0c4e3f002f08da3294efa3%7Cca2953361aa64486b2b2cf7669625305%7C0%7C0%7C637877912490721352%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=4C%2BfGpaBQLJhBzNT27km%2Bsal5MM6nCXon4J2BK6Ug%2BE%3D&reserved=0)

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](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.renfrewshire.gov.uk%2Farticle%2F2059%2FData-protection&data=05%7C01%7Cmichelle.stewart%40renfrewshire.gov.uk%7C0ee17b632e0c4e3f002f08da3294efa3%7Cca2953361aa64486b2b2cf7669625305%7C0%7C0%7C637877912490721352%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=1vOAxcj%2B7xsmLne6N3dh11bjfE72Ee44AbTR%2BakjEzs%3D&reserved=0)

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

## Information in Emergencies

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

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

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

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

## Important Contacts

|  |  |  |
| --- | --- | --- |
| **Director of Children’s Services** | | |
| Janie O’Neill | Renfrewshire House  Cotton Street  Paisley  PA1 1LE | Email  [csdirector@renfrewshire.gov.uk](mailto:csdirector@renfrewshire.gov.uk)  Phone: 0141 487 0885 |
| **Homelink Service Senior Home Link Workers** | | |
|  | c/o West Primary School  Newton Street  Paisley  PA1 2RL | Email  [morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  [pamela.mckechan@renfrewshire.gov.uk](mailto:pamela.mckechan@renfrewshire.gov.uk) Phone: 0300 300 1415 |
| **Community Learning & Development** | | |
| Community Facilities Section | OneRen  3rd Floor  Renfrewshire House  Cotton Street  Paisley  PA1 1LE | Email  [comfac@renfrewshire.gov.uk](mailto: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](mailto:als.els@renfrewshire.gov.uk)  Phone: 01505 382863 |
| Youth Services | West Primary School  Newton Street  Paisley  PA1 2RL | Email  [youth@renfrewshire.gov.uk](mailto:youth@renfrewshire.gov.uk)  Phone: 0141 889 1110 |
| **Customer Service Centre** | | |
| Customer Service  Centre | Renfrewshire House Cotton Street Paisley PA1 1AN | Email  [customerservices.contact@renfrewshire.gov.uk](mailto:customerservices.contact@renfrewshire.gov.uk)  Phone: 0300 300 0300 |
|  |  |  |

### Websites

You may find the following websites useful.

* <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations
* <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland

* <https://education.gov.scot/parentzone/my-school/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement
* <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools
* <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

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

# Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

# Parent feedback

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

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find Please tick

1. the handbook useful? Yes No

2. the information you expected? Yes No

3. the handbook easy to use? Yes No

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

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

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

Planning & Policy Team

Children’s Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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