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December 2013

Dear Parents

Each year our schools issue a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to providing high quality services. This commitment is reflected in our council plan vision.

Our vision is that Renfrewshire Council is an organisation which:

- is committed to excellence and innovation;
- is customer-led and efficient;
- is trusted by our community and partners;
- values and invests in our employees; and
- is determined to make a difference.

It gives me great pleasure, as the director of education and leisure services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedure, but as an interesting insight into the school itself.

Yours sincerely

Robert Naylor
Director of Education and Leisure Services

Welcome from the head teacher

Dear Parents/Carers,

Thank you for your interest in enrolling your child in St. Peter's Primary School.

Starting school is usually a very exciting time for children and their families. Everyone at St. Peter's Primary is committed to supporting you and your child both now and as you continue your relationship with us. We want you to quickly feel part of the school community and enjoy the welcoming, happy and friendly ethos that exists here.

We serve the Roman Catholic population in Glenburn and surrounding areas, the school forms a three way relationship with the home and the church.

The child is at the centre of everything we do. The school strives to cater for the needs of every child, we want all children to be active members of the school and wider community. Our wish is for everyone to feel valued and for them in turn to value others.

St. Peter's Primary School supports its children to develop as successful learners, confident individuals, responsible citizens and effective contributors. We are very committed to the promotion of healthy and active lifestyles, sustainable communities and lifelong learning.

We continuously involve pupils and work in partnership with parents to set goals which are realistic and attainable and we support every child to reach their full potential in all they do. Our aim is that all children who come to St. Peter's will feel happy and safe and will be able to read, write, listen, talk, be numerate, healthy and active. It is also an aim of the school to equip each child with the skills to enjoy and be prosperous in their adult lives, and by their efforts contribute to the wider community and the world in which they live.

We aim to provide equality of opportunity for all our pupils and foster in our children an awareness of equal opportunities and justice for themselves and for all others in the world.

We strive to do this in partnership with each and every parent from within our school community.

I look forward to many happy years of working with you.

Yours sincerely

Sharon Mazzoni

Sharon Mazzoni
Head Teacher

School aims

Through the teachings of Jesus Christ we aim to ensure that St Peter's is a learning environment where we lead our children through a Curriculum for Excellence in:

- An inclusive school that is known for its high standards and caring atmosphere
- A place where pupils, staff and parents have a feeling of community, of loyalty and belonging and are motivated to learn because of this
- A place where there is respect and care for all – in our own and in other communities
- A place where our curriculum meets the needs, abilities and aptitudes of all our pupils and develops in them the necessary skills for lifelong learning
- A place where the pupils, staff, parents and partners plan together to ensure careful use of resources and opportunities for all to succeed
- A place where success and achievement are celebrated
- A place where the Christian ethos shines through everything that we do.

Service Pledges

Standards and expectations

We will:

- offer all children and young people 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 to parental involvement in schools;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age.

Pupils will have opportunities for:

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

You can also expect:

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

How can you help?

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

As a parent, you can help your child by:

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

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

About our school

School staff

Head Teacher and Depute Head Teachers

Sharon Mazzoni

REMIT

Overall management of Establishment
Child Protection Coordinator
Pastoral Responsibility for all, especially
P5-7

Organise learning environment to
support social, emotional and
educational needs of the children.

Curriculum Management

Resource Management

Liaison with

partners/agencies/community

Student Teacher Support



Depute Head Teacher

Maura McRobbie

REMIT

To deputise for Head Teacher
Pastoral Responsibility for P1 – 3
Day to day management of Nursery
Probationer Teacher Support
Support for Learning Co-ordinator
Literacy Co-ordinator



Principal Teacher

Claire Herrity

REMIT

Pastoral Responsibility for P4
Social Studies/Sciences
Staff Development Coordinator
ICT Coordinator
Religious Education
Health and Wellbeing
Eco/sustainability



Teachers

| | |
|-------------------------------|-----------------------------|
| Mrs P Lawson | P1 |
| Mrs L O'Neill | P1/2 |
| Mrs Y Quinn/Mrs A Fergusson | P2 |
| Mrs C O'Neill | P3 |
| Miss C Herrity | P3/4 |
| Miss V Gordon | P4 |
| Mrs A Fitzpatrick | P5 |
| Mrs A Campbell/Mrs C McAlaney | P6 |
| Mrs J McFarlane | P7a |
| Mrs J Thomson | P7b |
| | |
| Mrs C McAlaney | PE and Health and Wellbeing |

Visiting Specialists

| | |
|---------------------|--|
| Mrs Vivienne Yih | Educational Psychologist |
| Mr Michael Howie | Visiting teacher of Brass Instruments |
| Mrs Alison Forsyth | Speech and Language Therapist |
| Ms Audrey Crone | Visiting Specialist Teacher |
| Mrs Gillian Kiernan | School Nurse |

Other staff in the school

| | |
|------------------|--|
| Mrs K McDiarmid | Business Support Officer |
| Mrs J Daly | Senior Clerical Officer |
| Mrs S Macdonald | Clerical Assistant/Classroom Assistant |
| Mrs G Tannahill | Clerical Assistant/Dining Hall Supervisor |
| Miss T Graham | ASN Classroom Assistant |
| Ms W Smith | ASN Classroom Assistant |
| Mrs A Robertson | Classroom Assistant |
| Mr M McCambridge | Janitor |

School information

St Peter's Primary School
Braehead Road
Paisley PA2 8DZ
Tel No 0141 884 2855
Fax 0141 884 7779

St Peter's is a Roman Catholic school and provides an educational experience for both boys and girls. We also have a nursery class providing 20 morning placements and 20 afternoon placements. This class is non-denominational.

Associated Secondary School

St Andrew's Academy
Barrhead Road
Paisley PA2 7LG
0141 887 5201

School contact details

- phone number: 0141 884 2855
- email address: enquiries@st-peters.sch.uk
- write to or visit us at: Braehead Road, Paisley PA2 8DZ

Parent Council contact details

Members of the Parent Council can be contacted via the school's email address.

School roll

At present the school roll is 230.

Parental involvement

[Parents can be involved](#) in their child's learning by:

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

Information, support and advice

School day

| | |
|-------------------|-------------------------|
| Morning session | 9.00 a.m. – 12.35 p.m. |
| Afternoon session | 1.20 p.m. – 3.00 p.m. |
| Morning Interval | 10.40 a.m. – 10.55 a.m. |
| Lunch Break | 12.35 p.m. – 1.20 p.m. |

Primary 1 new entrants start at 9.00 a.m. and dismiss at 12.35 p.m. until the first Monday in September. Primary 1 pupils attend school on a full-time basis from then.

| Renfrewshire Council | | | | | | |
|---|----------------|----------------------|----------------------------|--|-----------------------|----|
| Agreed School Holiday Arrangements | | | | | | |
| Session 2014/2015 | | | | | | |
| | | | | 1 Day St Andrews Day Finish 19/12/14 | | |
| | | | | 2 Day February Break Spring and Easter break combined | | |
| | | | | 2 Day May Hol (end of May) Finish 26/06/15 | | |
| Term | Break | Dates of Attendance | | Holiday Total | Working Days Teachers | |
| First | | Teachers Return | Monday 11 August 2014 (IS) | | | |
| | | Pupils Return | Tuesday 12 August 2014 | | | |
| | | Local Holiday/Closed | Friday 26 September 2014 | | | |
| | | Local Holiday/Closed | Monday 29 September 2014 | 2 | | |
| | | Schools Re-Open | Tuesday 30 September 2014 | | | |
| | | Mid Term | First Day of Break | Monday 13 October 2014 | | |
| | | | Teachers Return | Monday 20 October 2014 (IS) | 5 | |
| | | | Pupils Return | Tuesday 21 October 2014 | | |
| | | St Andrew's Day | Schools Closed | Monday 1 December 2014 | 1 | |
| | | | Schools Re-open | Tuesday 2 December 2014 | | |
| | Christmas | Schools Close | Friday 19 December 2014 | 8 | | |
| | | First Day of Break | Monday 22 December 2014 | | 87 | |
| Second | | Last Day of Break | Monday 5 January 2015 | 3 | | |
| | | Schools Re-Open | Tuesday 6 January 2015 | | | |
| | | Mid-Term | First Day of Break | Friday 6 February 2015 (IS) | 2 | |
| | | | Schools Re-Open | Wednesday 11 February 2015 | | |
| | | Spring | First Day of Break | Friday 3 April 2015 | | 59 |
| Third | | Teachers Return | Monday 20 April 2015 (IS) | 11 | | |
| | | Pupils Return | Tuesday 21 April 2015 | | | |
| | | May Day | Local Holiday/Closed | Monday 4 May 2015 | 1 | |
| | | | Re-open | Tuesday 5 May 2015 | | |
| | | | Local Holiday/Closed | Friday 22 May 2015 | 2 | |
| | | | Local Holiday/Closed | Monday 25 May 2015 | | |
| | | | In-Service Day | Tuesday 26 May 2015 (IS) | | |
| | | | Pupils Return | Wednesday 27 May 2015 | | |
| | | Last day of session | Friday 26 June 2015 | 30 | 49 | |
| | | | | 65 | 195 | |
| (Teachers Return 10 August 2015) | | | | | | |
| (IS) - In-Service Day | | | | | | |
| In-Service Days | Monday | 11/08/14 | | | | |
| | Monday | 20/10/14 | | | | |
| | Friday | 06/02/15 | | | | |
| | Monday | 20/04/15 | | | | |
| | Tuesday | 26/05/15 | | | | |

School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos and community spirit, and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances.

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

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- income based job seeker's allowance;
- pension credit;
- housing benefit;
- council tax benefit; or
- depending on annual income, child tax credit or working tax credit.

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: www.renfrewshire.gov.uk.

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.

Items of St Peter's uniform are listed below.

Black Blazer with School Badge

White Shirt

School Tie

Grey Skirt/Trousers

Grey Jumper/Cardigan with school colours or plain grey

Most children wear soft shoes for PE and T-Shirt and shorts

Soft shoes are also worn in carpeted classroom areas. When not being worn, they should be kept in a drawstring bag in the cloakroom.

These items can be purchased from local schools outfitters Schoolwear Made Easy, Rowan Street, Paisley, Set Clothing, Broomlands Street, Paisley and Baru, Paisley Centre.

In addition to this we also have a black school sweatshirt and a red polo shirt which both bear the school name and an embroidered badge.

All items of clothing should be marked with the 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. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure 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 0170, 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 at the school and their parents

Towards the summer term, parents and children will receive an invitation to come to the school to meet teachers and other children. Parents will have a chance to find out some information about the school, about the learning which will take place and about provision by the School Health Service. This pre-school programme takes place over two visits.

After children have settled in school parents will again be invited back to have a look at how well their children are settling into school

Class Organisation

The school presently caters for 230 children. The working capacity of the school is 302.

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

Classes range from Primary 1 to Primary 7. Class sizes for this session have been as follows:- P1 (23), P1/2 (20), P2 (21), P3 (28), P3/4 (21) P4 (20), P5 (30), P6 (29), P7a (18), P7b (17).



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.

Tracking learners' progress

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

Reporting

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

Profiles

Profiles will be used to recognise [pupils' progress in learning and achievement](#), while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

Summary of the School Improvement Plan

Each year the school produces an Improvement Plan which sets out the strategic actions being focused on and the resulting improvement objectives for the coming year. Over the course of the year work is undertaken to address these objectives and, at the end of the year, the school reviews its progress using a number of quality indicators (QIs). New objectives are then identified and the cycle continues. St. Peter's School Improvement Plan for school session 2012/2013 is outlined below.

Strategic actions

- To implement the Early Years Framework Parenting Strategy
- To continue to implement Curriculum for Excellence
- To continue to implement "Getting It Right for Every Child" (GIRFEC)

- To continue to develop opportunities for children to participate in decision making
- To involve all stakeholders in the review of key policies
- To continue to improve young people’s attainment, achievement and accreditation

School aims

The aims of St Peter’s Primary School and Nursery Class are :

| | |
|--|--|
| <p>Links QIs HGIOS CATC</p> | <p>Through the teaching of Jesus Christ we aim to ensure that St Peter’s is a learning environment where we lead our children through a Curriculum for Excellence in:</p> |
| <p>1</p> | <p>An inclusive school that is known for its high standards and caring atmosphere</p> |
| <p>2, 3</p> | <p>A place where pupils, staff and parents have a feeling of community, of loyalty and belonging and are motivated to learn because of this</p> |
| <p>4</p> | <p>A place where there is respect and care for all – in our own and in other communities</p> |
| <p>5 6, 7, 8</p> | <p>A place where our curriculum meets the needs, abilities and aptitudes of all of our pupils and develops in them the necessary skills for lifelong learning</p> |
| <p>9</p> | <p>A place where pupils, staff, parents and partners plan together to ensure careful use of resources and opportunities for all to succeed</p> <p>A place where the Christian ethos shines through everything that we do</p> |

Improvement objectives and quality indicators

- Implementation of the Early Years strategy in St. Peter's School and nursery class to develop a family centred approach by encouraging parents to engage positively in intervention and support programmes (QI 5.7)
- Create a nurture room in St. Peter's Primary for use by the school and nursery class (QI 2.1 & 5.3)
- Review Additional Support Needs policy and continue to implement GIRFEC policy by developing increased parental and pupil involvement in setting and evaluating all targets included in one single plan (5.6,5.8 & 8.1)
- Develop approaches to child protection by ensuring that all staff are trained to child protection level 2 and use, "How Well do we Protect Children and Meet their needs?" to evaluate how effective we are at protecting children (8.1)
- Develop approaches to supporting pupils at risk of exclusion and low attainment (5.3, 5.6,5.8& 6.1)
- Review Promoting Positive Behaviour policy (QI 2.1, 5.3)
- Encourage teaching staff to engage in the professional review and development process by taking account of revised General Teaching Council Scotland (GTCS) standards (QI 7.3)
- Implement revised admissions policy to ensure all children receive a full and rich experience from age 3-5 (QI 5.6 & 6.1)
- Ensure all staff are familiar with health and safety procedures and engage with local services to support work in this area (QI 1.2, 6.1 & 8.3)
- Promote diversity through the curriculum with work from the Equality group (QI 5.6, 6.1, 6.2 & 6.3)
- Implement Renfrewshire Council's Skills Development Pack (QI 5.1, 5.2, 5.3 & 7.2)
- Improve approaches to Interdisciplinary Learning by providing increased opportunities for children to apply their learning in meaningful and engaging contexts (QI 2.1 & 5.3)
- Further develop the use of e-profiles, ICT/technologies in the nursery class (QI 5. 1-9))
- Provide increased opportunities for outdoor learning, especially in the nursery class (QI 2.1)
- All staff to be involved in working groups to continue to implement Curriculum for Excellence using Numeracy, Literacy and Health and Wellbeing frameworks (QI 5.1-5.9)
- Staff to continue to work in a collegiate manner within the cluster to further develop a common understanding of the moderation of numeracy (QI 5, 7.2 & 8.1)

- Develop a more effective spelling programme from P4-7 and implement the Dyslexia Toolkit (QI 5.3)
- Implement Religious Education programme, "God's Loving Plan" to encourage the development of positive relationships as set out by the Scottish Catholic Education Service (QI 5.3, 5.7 & 8.1)
- Implement Renfrewshire Council's print strategy (QI 1.2, 8.1 & 8.3)

Transfer to secondary school

Pupils normally transfer to secondary school between the ages of eleven and a half and twelve and a half years, so that they will have the opportunity to complete at least 4 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 this procedure 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.

St Peter's Primary School is an associated primary school of St Andrew's Academy. Head teacher: Tony Quinn Telephone: 0141 887 5201

The primary schools which transfer to St Andrew's Academy are St. Charles,
St. John Ogilvie, St. Paul's, St. Peter's, St. Mary's, St Fergus' and St James'.

P7 transition programme

For St. Peter's pupils transferring to St. Andrew's Academy, the transition programme begins around October/November with a day visit to St. Andrew's for our primary 7 pupils. A further 2 day visit for pupils takes place in the summer term. Also around November there is a meeting for parents. This meeting is held in St. Andrew's Academy and is attended by parents from each of the associated primary schools. Between November and the end of the school year, staff from St. Peter's liaise regularly with staff from St. Andrew's Academy to share information regarding the individual abilities and needs of each pupil. Staff from St. Andrew's Academy also visit St. Peter's to meet with primary 7 pupils to discuss the move to secondary. In the summer term, pupils take part in a series of workshops to explore particular transition issues and, for some pupils, a series of summer transition activities are organised during the month of

July.

Parents are welcome to contact the school at any time to discuss their child's transition to secondary.

All schools participate in a Primary/Secondary liaison programme during the year of transfer. This includes a one day visit in December and a two day visit in June for pupils and an information evening for parents.

Nursery class of St Peter's Primary School

Nursery Class Provision

The school's nursery class provides 20 morning and 20 afternoon places for children aged 3 - 5 years.

Children are eligible for entry to the nursery class from the month after their third birthday for birthdays between September and February. Children with birthdays between March and August will be eligible for entry to the nursery class in August. Application forms for a nursery place are available from the School Office and should be returned there on completion. Parents may register an application for their child from the age of 2 years.

Admission to Nursery

Nursery class provision is non-denominational. Placement in the nursery class does not guarantee a place in the primary school if a placing request is necessary. All Renfrewshire nursery classes adhere to the [council's admission policy](#) and all applications are dealt with in line with its guidelines.

All applications are discussed at a central admissions 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.

In some circumstances children awarded a priority ranking within the pre-school admissions policy may start once they become 3 years of age.

Transfer from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will

be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Car Parking

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

School security

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



Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school

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

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Contact procedures

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

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

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

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

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

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.

Bullying

“Tackling Bullying in Renfrewshire” is the authority’s policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

Any parent who has concerns regarding bullying should report it immediately to the head teacher or a member of senior staff.

Every concern will be investigated and be taken very seriously. Every child and member of staff is aware that we are working together to have a bully free school. Each September every class in the school takes part in an anti bullying topic.

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

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at www.renfrewshire.gov.uk.

[Respectme](#), Scotland’s national anti-bullying organisation, provided a very favourable assessment of the policy Tackling Bullying in Renfrewshire, stating;

‘Overall this is an excellent example of a thorough policy and strategy to combat bullying in Renfrewshire Schools and the guidance is head and shoulders above other local authority guidance that has been reviewed to date.’

At St. Peter’s Primary we focus on the following 2 areas:

- the promotion of positive behaviour and raising awareness of the negative effects of bullying;
- providing opportunities for pupils to disclose incidents of bullying if they do occur.

The school's anti-bullying approach is developed through the following:

- positive school ethos;
- caring relationships between and among staff and pupils;
- Religious Education programme;
- Health and Wellbeing programme;
- Circle Time;
- assemblies; and
- 'I would Like to Say' boxes.

It is vital that parents and school staff work together to make the school's anti-bullying approach work.

The parents of all pupils involved in incidents of bullying will be informed.

Any parent with a concern about bullying should speak to the Head Teacher as soon as possible.

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 are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils

or visitors to the school is not allowed at any time within the school campus or on school transport.

- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to 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 will have to be deleted from phones on their return.
- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- 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 character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.

- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

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

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

School meals

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, 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: www.renfrewshire.gov.uk

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

Pupils may purchase a school meal at a cost of £2.00 for a hot meal and £1.80 for a packed lunch/hot snack.

Pupils who are entitled to have a free meal will be issued with a dinner ticket which they may exchange for a cooked meal or for a snack from the Cafeteria.

All pupils also have the facility to bring along their own packed lunch and pupils with packed lunches will be accommodated in the school hall.

The parents of any child whose doctor advises a special diet should notify the Head Teacher and this information will be passed to the Cook-in-charge in order that the required meal be provided.

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 education and leisure services in Renfrewshire House, Paisley or online at www.renfrewshire.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However parents may make an application at any time.

In special circumstances, the director of education and leisure 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.

Pickup 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 pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing Requests

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

Additional support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

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 means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes, where they are engaged with them.

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

Equalities

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

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

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

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

Parents can help to monitor our success in promoting equality of

opportunity for all by providing equalities related information when asked.

Medical and health care

Medical inspections 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. The head teacher will assume that your child will attend all inspections unless told otherwise. Parents are told about any recommended action or treatment. All examinations are carried out by Greater Glasgow and Clyde Health Board staff.

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outwith school hours but, in cases where it is necessary that during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

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

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



Behaviour and discipline

St. Peter's Primary School is a caring school with a welcoming and inclusive ethos. The school has a discipline policy, the aim of which is to help every child develop self-discipline through his/her school activities.

The relationship between the child and the teacher is similar to that between the child and his parents, requiring mutual understanding and respect. Co-operation and communication between the home and the school is very important.

Children are made aware of acceptable standards of behaviour and high expectations within class and school. We therefore have Class rules and School rules. Standards of behaviour in the school are high and this is down to a combination of the high standards of behaviour set at home and the hard work of staff to maintain these high standards around the school. Staff and pupils show each other mutual respect. Staff and senior pupils are role models for our younger pupils. Pupils are encouraged to be polite, mannerly and do their best at all times.

We know the best way to maintain high standards of behaviour is through promoting positive behaviour and recognising the achievements of our pupils. Encouraging pupils to be proud of themselves, their school and of each other; ensuring the school is bright and welcoming; and the wearing of school uniform, all contribute much to standards of behaviour.

Classes operate incentive schemes and regular assemblies take place where awards are made. Personal recognition is given to pupils who bring credit to themselves or to the school.

We have an established Pupil Council where each class from P4 – 7 democratically elected their own councillors who will represent their

views. This body will meet once a month with the Head Teacher or Principal Teacher and another two members of staff to discuss school issues involving the children more closely in the running of the school and help to enhance our ethos.

Where a child is having difficulty, the Head Teacher or Depute Head Teacher may become involved. We look for parents to support the school in all discipline matters.

Wet weather arrangements

At times of inclement weather, where staffing allows, the school allows pupils to remain in class at break times. On these occasions an adult presence is provided in both the upper and lower corridors. Senior pupils are assigned to classes as monitors to assist with supervision. For the health and safety of pupils and staff, the school has clear, well-established codes of conduct for wet breaks. Pupils who do not follow these codes of conduct will not be allowed remain in class.

Although not obliged to do so, the school endeavours to give pupils early access to the school building (around 8.45am) on days of inclement weather. Unfortunately, this courtesy cannot be guaranteed as it is dependent upon there being sufficient support staff available to provide a basic level of safety and security.

Curriculum matters

Curriculum for Excellence

[Curriculum for Excellence](#) (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, sciences, social studies, expressive arts and religious and moral education/religious education in Roman Catholic schools.

The Learner's Journey

Our learner's journey provides details of every child's progress and achievements, both in and out of school, which begin at age 3 and continue as they progress through nursery, primary and on to secondary

school. It is vital that all of the necessary information regarding learner's attainment and achievement is shared with all partners and providers so that every pupil has the opportunity to build on prior learning and achieve attainable goals. Our pupil profiles and personal learning plans are our platform for sharing this information as well as various visits and transition meetings across all establishments and stages within pre 5, primary and secondary school.

All staff consider the principles of Curriculum for Excellence while carefully selecting a balance of evidence focusing on what children say, make, write and do. All pupils are involved in the process of setting targets and reviewing progress in collaboration with their teachers, parents and others supporting their learning. It is essential that parents are involved in the creation and development of this profile with a specific input expected from parents at key points of the learner's journey. At present, parents will be asked to contribute to pupil profiles during the transition from Pre 5 to Primary and Primary to Secondary.

The following is a guide in relation to pupil's attainment and achievement within Curriculum for Excellence:

| | |
|--------------|---|
| Early Level | Almost all pupils should be secure in this level by the end of Primary 1, some will attain earlier and some later. |
| First Level | Almost all pupils should be secure in this level by the end of Primary 4, some will attain earlier and some later. |
| Second Level | Almost all pupils should be secure in this level by the end of Primary 7, some will attain earlier and some later. |
| Third Level | Almost all pupils should be secure in this level by the end of S3, some will attain earlier and some later. |
| Fourth Level | The fourth level broadly equated to Scottish Credit and Qualifications Framework level 4. The senior phase is used to describe S4-S6 and college or other means of study. |

Subjects

The Curriculum is organised in 8 subject areas.

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

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

It is the responsibility of all teachers and practitioners to support all pupils in the development of skills in Literacy, Numeracy and Health and Well-being.

Our approach to sex education

This is explored through focusing on relationships and is led by our Education for Love programme which is used at all stages in the primary school, direction is provided from our Catholic Education Service.

Assessment is for Learning

Assessment is at the heart of the learning and teaching process. It serves a number of purposes:

- Supports the learning and teaching process
- Encourages pupils to think about their learning
- Encourages pupils to identify how they learn best
- Assists teachers in determining how learners are progressing
- helps pupils identify ways of improving their work
- provides an indication of overall ability
- helps staff and pupils together to determine next steps
- measures the effectiveness of teaching methods and resources.

The staff of St. Peter's Primary School recognise that for assessment to impact positively on pupil progress, pupils themselves must be actively involved in the

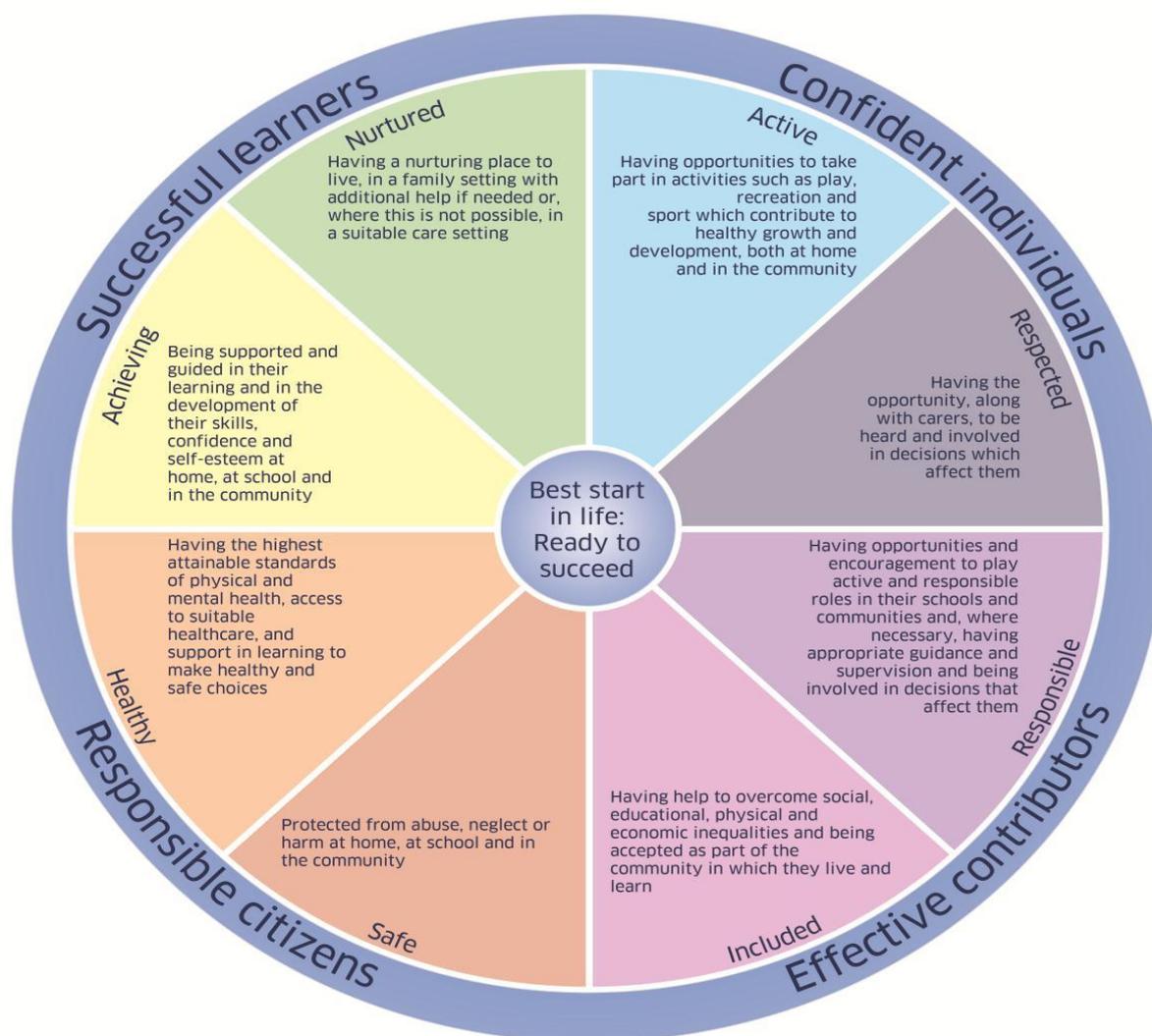
assessment process. For this reason the school has built its assessment procedures around the Assessment is for Learning programme; a programme designed to increase the effectiveness of assessment. Various strategies are employed by school staff in order to achieve maximum impact and improve the teaching and learning process for all learners.

Additional support for learning

Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



Renfrewshire’s GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the getting it Right for every learner policy which gives more detail of additional support needs and help children receive from schools and other services.

For children, young people and their families, the GIRFEC approach will mean:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

From August 2014 all children will have a 'named person' in line with Scottish government legislation. This person will have access to a range of supports within education services and can seek help from a further range of services and agencies easing the access to appropriate and proportionate help for children, young people and families.

The named person in this establishment for your child will be the Head Teacher.

Education (Additional Support for Learning)(Scotland) Act 2009

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Extended Support Framework : Getting it right for every learner

This policy operates and is embedded in our [Extended Support Framework](#) in Education and Leisure Services. It applies to all

mainstream schools, specialist provision, and all early years establishments including partner nurseries.

The Extended Support Framework provides a pathway through universal and targeted services to meet additional support needs. The policy and framework are fully incorporated into the [Getting It Right For Every Child](#) (GIRFEC) model across all learning establishments and provisions. Further information is available by contacting your school directly or by visiting the www.renfrewshire.gov.uk website.

Independent sources of information and advice nationally include -

[Enquire](#) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

Email – info@enquire.org.uk

[Scottish Independent Advocacy Alliance Ltd](#) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

Email – enquiry@siaa.org.uk

Educational Psychology Service

Educational psychologists provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

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; and
- Relationships, sexual health and parenthood.

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

Specialist support service – teachers teaching in more than one school

The specialist support service makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the service work in partnership with staff in the 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;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.

Homework

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for 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.

St Peter's 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.

The setting of homework is an integral part of the teaching and learning process.

THE PURPOSES OF HOMEWORK ARE

Promote self reliance, self discipline, self confidence and encourage pupils to participate with responsibility in their own learning.

Strengthen the liaison between home and school and involve parents (and at times the wider community) in pupils' work

Encourage pupils to make use of libraries and other resources.

Develop the habit of independent study which will include individual and co-operative study.

Reinforce class work and consolidate the learning process by providing further practice of important skills or by assisting in the acquisition of essential knowledge.

Extend class work either by doing preparatory work of follow-up work, which cannot be undertaken in class time.

Widen the learning experience by giving pupils the opportunity to use materials and sources of information not available in the classroom.

Help teachers monitor the effectiveness of learning and teaching.

Allow pupils who have fallen behind in class work to make up lost ground.

CATEGORIES AND VARIETIES OF HOMEWORK ISSUED

Some types of homework are clearly more suited for certain purposes and more justifiable than others. It is important that the strengths and weaknesses of different types of homework are fully recognized and reflected in practice.

Homework can be divided into 5 categories which may on occasion overlap.

Preparation for class work – tasks planned in advance are tied into class work e.g. information gathering prior to a lesson to enable the information to be set out in graphical form in class.

Spontaneous tasks arising from an idea that the teacher or pupils have had during work in a lesson.

Self contained tasks on a discrete piece of work running parallel to class work.

Planned tasks built into a programme of work as an integral aspect of the curriculum feeding into class work or reinforcing work done in the classroom e.g. investigation.

Finishing off work started in class.

Variety of homework will be issued. The following list covers examples.

Learning words

Reading

Spelling

Number Work

Research at home or in libraries using a variety of sources

Reviewing a novel

Reading for information and pleasure

Redrafting and summarizing

Raising awareness of technology by designing and making models

Collecting items of interest for use in school

Developing information handling skills

Developing investigative skills

Tackling and solving problems

Developing diaries

Independent work for topics/investigations

FREQUENCY AND NOTING OF HOMEWORK

All children should do some home reading every night.

In addition to this, formal written homework will also be given at least three times a week.

At Primary 1 homework might take around thirty minutes while at Primary 7 it might take up to an hour.

Children will be encouraged to use a homework bag/pocket for keeping their homework items together. These are available from the school. All children will also use a homework diary.

MARKING OF HOMEWORK

A variety of methods of marking homework will be used.

Teachers will listen to and discuss reading and research homework. Homework examples will be gone over in class and corrected using a resource which allows all pupils to be involved, for example, the smartboard. Children will also engage in exchange marking with other pupils.

Homework will always be within the ability range of the pupil, therefore all children in a class will not always have the same homework set.

Every child has a homework diary in which reading and other homework is recorded and a parental signature is required to acknowledge that the parent is aware of the set homework. The teacher may request that other homework is also signed.

If the teacher is concerned about your child's homework a note may be sent by the head teacher requesting you come and discuss it with the teacher.

Enterprise in education

Enterprise in education is an excellent strategy to develop the enterprise and employability skills of our young people.

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

The four main areas of enterprise in education are:

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

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

- Supporting the development of skills for life, skills for work;
- Engaging employers;
- Embedding enterprise in the curriculum;

- Building capacity; and
- Enhancing our international profile.

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

The range of activities could include:

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

Extra-curricular activities

St. Peter’s Primary School recognises the value of extra curricular activities. The wide and varied programme of extra-curricular activities on offer reflects the school’s commitment to the promotion of active, healthy lifestyles.

The school tries to ensure the programme of activities offered is balanced and, where possible, gives pupils at all stages access to activities at different point throughout the school year. Some of our clubs are led by Active Schools personnel while others are led by our enterprising pupils with supervision and guidance from school staff.

Below are examples of the variety of extra-curricular activities that were offered to pupils in previous sessions.

| | Title of Club | Venue and Time |
|----------------|--------------------------|----------------------------|
| Monday | Dodgeball | School hall 12.40pm |
| | Football | School hall 3.00pm |
| Tuesday | Athletics (Active | School hall 12.40pm |

| | | |
|--|----------|--|
| | Schools) | |
|--|----------|--|

| | | |
|------------------|--|----------------------------|
| Wednesday | Arty Smarty | AV room 12.40pm |
| | Art Club | AV room 12.40pm |
| | Activity Club (Active Schools) | School hall 12.40pm |
| | Drama Club | AV room 3-4pm |
| | Basketball (Active Schools) | School hall 3-4pm |
| Thursday | G & Ds (Gymnastics & Dancing) | School Hall 12.40pm |
| | "In Tunes" (Singing) | AV room 12.40pm |
| | Gymnastics | School Hall 3-4pm |
| Friday | Hockey (Active Schools) | School hall 12.40pm |
| | Badminton (Active Schools) | School hall 3-4pm |

Home school community links

By law schools have a duty to promote parents' involvement in children's education. Parents are welcomed to be:

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

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;

- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

Parent council

The type of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the Headteacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events;
- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

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

Home school links

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre 5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

Pupil council

A Pupil Council has been democratically elected from the P4, P5, P6 and P7 classes. The pupils of St. Peter's Primary School are highly motivated and extremely enterprising. We encourage this in our pupils as we want them to be active members of the school community and to contribute to, and very often take leading roles in, enhancing school life. Pupils regularly have good ideas which, with a little bit of support, they turn into reality: talent shows; lunchtime clubs; fundraising activities, to name but a few! The Pupil Council is another means of engaging our pupils.

The Pupil Council consists of pupil representatives. The Council meets monthly to discuss, and take forward, issues raised by their peers at class meetings. Members of the Pupil Council take turns to chair meetings and all Pupil Council representatives are expected to provide regular updates to their classmates. The present Pupil Council is particularly active.

Community links

Schools are special and important members of local communities. St. Peter's Primary School is well thought of in the local community and has, over the years, established good relationships within the community.

Some examples of how the school is involved with the community, to enhance learning and teaching across the curriculum, are:

- educational outings to places of interest;
- members of the local community visiting the school and talking to classes;
- working closely with the parish community of St. Peter's Church;
- visits to the local library;
- participation in community projects;
- inviting community groups/local businesses to support school

- projects;
- service activities within the community, such as carol singing for the elderly; and
- raising money for different charities.

However, the school is always keen to further develop and broaden its links with the community. Parents who are able to assist the school with this should contact the Head Teacher.

School lets

To apply to use school facilities contact the Community Facilities Section at St. Catherine's Primary School. 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, therefore, 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 arising from making a complaint and we will deal with the issue as confidentially as possible. 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 take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley PA1 1LE. Telephone 0141 618 7201.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved

concerns with your local councillor, MSP or MP.

Data protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we will do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

Important Contacts

Director of Education and Leisure

| | | |
|---------------|---|---|
| Robert Naylor | Renfrewshire House Cotton Street Paisley PA1 1LE | Email els@renfrewshire.gov.uk Phone: 0141 618 7195 |
|---------------|---|---|

Homelink Service Staff

| | | |
|---|---|---|
| Paisley Team 1 / Renfrew & Erskine Team | St Fergus Primary School Blackstoun Road Paisley PA3 1NB | Email louise.mccrory@renfrewshire.gsx.gov.uk Phone: 0141 848 1344 |
|---|---|---|

and

Paisley Team 2 / Johnstone & Linwood Team

Community Learning & Development

| | | |
|------------------------------|---|---|
| Community Facilities Section | St. Catherine's Primary School Brabloch Crescent Paisley PA3 4RG | Email comfac.els@renfrewshire.gov.uk Phone: 01505 335 550 |
|------------------------------|---|---|

| | | |
|-------------------------|--|---|
| Adult Learning Services | West Johnstone Shared Campus Beith Road Johnstone PA5 0BB | Email als.els@renfrewshire.gov.uk Phone: 01505 335 873 |
|-------------------------|--|---|

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

Registration Area Offices

| | | |
|--------------|--|---|
| Paisley Area | Paisley Registry Office 1 Cotton Street Paisley PA1 1AN | Email registrar.cs@renfrewshire.gov.uk Phone: 0300 3000 310 Fax: 0141 618 7060 |
|--------------|--|---|

| | | |
|--------------|--|---|
| Renfrew Area | Renfrew Registry Office Town Hall Renfrew PA4 8PF | Email registrar.cs@renfrewshire.gov.uk Phone: 0141 885 4179 Fax: 0141 886 3589 |
|--------------|--|---|

| | | |
|----------------|--|---|
| Johnstone Area | Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8QL | Email registrar.cs@renfrewshire.gov.uk Phone: 01505 320 012 Fax: 01505 382 130 |
|----------------|--|---|

Customer Service Centre

| | | |
|-------------------------|---|---|
| Customer Service Centre | Renfrewshire House Cotton Street Paisley PA1 1AN | Email customerservices.contact@renfrewshire.gov.uk Phone: 0141 840 3477 |
|-------------------------|---|---|

Websites

You may find the following websites useful.

- [ParentZone](#) - parents can find information, relevant publications and links to other useful organisations.
- [Education Scotland](#) - parents can access school and local authority inspection reports and find out more about the work of Education

Scotland.

- [Scottish schools online](#)- 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.
- www.renfrewshire.gov.uk - contains information for parents and information on Renfrewshire schools.
- [ChildLine Bullying information](#) - 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
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

BGE – Broad General Education

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AiFL – How Good is our School/Assessment is for Learning

S1 – 1st year of secondary school

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

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2012, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

Parent feedback

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes No

2. the information you expected?

Yes No

3. the handbook easy to use?

Yes No

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

Name of school: _____

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

Marianne McGuire

Education Officer (improvement)

Renfrewshire Council

Education and Leisure Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: marianne.mcguire@renfrewshire.gov.uk