



Education Resources



Primary School Handbook

January 2026

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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk



1. Introduction by the Head Teacher

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families, and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people. This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](#)

Crawforddyke Primary School is situated in the heart of Carluke, South Lanarkshire. Located in Clydesdale, we serve a wide catchment area that captures the rural surroundings it is set within.

As one of the largest primary schools in Clydesdale, our role sits around 400 pupils across 15 classes. We are extremely fortunate to have an expanse of school grounds that include a playground, MUGA pitch, 2 natural play areas and 3 football pitches. We have worked hard to develop these areas, installing a large polytunnel, outdoor reading hut and fire pits and bug houses alongside vegetable plots and raised beds.

We fully embrace the aims set out by South Lanarkshire Council, ensuring our curriculum prioritises learning in literacy, numeracy and health and wellbeing, while also providing opportunities to develop skills for life, learning and work through meaningful and relevant contexts.

As a school we have gained a number of awards that recognise our strengths, including 8 Eco flags, Sporting School of the Year Award, Gold Reading School Award, Nurturing Schools Award and Climate Action Project of the Year Award. The school is part of the Carluke Learning Community.

The Learning Community has developed very positive working relationships, recently focussing on curricular transitions, that have a positive influence on all aspects of school life. Due to our central location, we are fortunate to be able to access a range of local amenities such as the Library, Sports Centre and John Cumming Stadium. We also have access to Jock's Burn, a local nature reserve that sits behind our school and is used for outdoor learning experiences. We regularly seek partnerships within our community, including Forest Kirk (Church of Scotland), Tesco Supermarket, Universal Connections and the Countryside Ranger Service.



In Crawforddyke Primary, our vision is for *“all our learners to be safe and happy while believing that with practise, perseverance and effort they can achieve, learn and grow”*. Our vision was created by all parents, pupils and staff and recognises our commitment to supporting our learners to develop a growth mindset, where they believe they can all learn and, with effort and patience, achieve the goals they set for themselves.

Our school badge includes the phrase 'Be Diligent', deriving from the Latin 'diligere' – to value or respect. Our core values were chosen alongside our vision statement: *to be kind, caring and respectful to others, while demonstrating self-confidence, determination, and courage*.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We encourage pupils to respect their own and others' rights to be safe, to learn, to be healthy and to play as part of our 'Making it Right' assertive discipline program.

Throughout this document, you will learn about what makes our school unique and why we do what we do! Our priority will always be to ensure our learners are safe, happy and learning.

Our new motto encapsulates this very goal. "Growing Minds, Nurturing Hearts" reflects our commitment to both intellectual and emotional development. "Growing Minds" emphasises a focus on learning, curiosity, and personal growth. It highlights the importance of critical thinking, creativity, and a lifelong love of knowledge. "Nurturing Hearts" reflects our school's dedication to kindness, empathy, and emotional wellbeing. It reinforces our supportive and inclusive environment where pupils feel valued and cared for. Together, this motto conveys a balanced approach to education, where learning success and personal development go hand in hand, creating well-rounded, confident, and compassionate individuals.

We believe that equity and equality are essential to ensure all children achieve and attain across our curriculum and beyond. We welcome all our parents and carers, as partners on this journey.

Angela Gibson
Head Teacher

2. About our school

Our contact details

Crawforddyke Primary School
Eastfield Road
Carluke
Lanarkshire
ML8 4NZ

Phone Numbers:

School 01555 771215
Kitchen 01555 750302
Email gw14crawdykepsoffice@glow.sch.uk
Website <https://blogs.glowscotland.org.uk/sl/crawforddykeps/>



As part of South Lanarkshire Council's investment in improving school buildings, our new school opened for pupils on Monday 25th October 2010.

Due to growing numbers, 2 extra classrooms were created above the canteen, and were ready for use by December 2021. Our Nursery provision closed in June 2021, transferring to Kirkstyle Early Learning Centre next door. In June 2022, a further classroom was created in our downstairs GP area, and another classroom was created in our old Nursery space in January 2023, giving us access to 15 classrooms in total. In addition to this, we have created a Nurture Room.

Our school pupils are aged between 4½ years and 12 years and are distributed between 15 classrooms. Our current role within the Primary School is 402 pupils.

The school is non-denominational and co-educational.

Parent Council

We have a very active Parent Council, which meets on a regular basis in the school to support the work we do. Our Chair is Mrs Christine Gracie. They can be contacted through the school by emailing the school office.

Sharing Concerns

Most parents have a concern about their child at some point while they are at school, whether about their learning, friendships, behaviour or general wellbeing. Our policy is to deal with your worries or concerns quickly and sensitively. Parents should contact the school either by telephone (01555 771215) or email (gw14crawdykepsoffice@glow.sch.uk). Your call or email will be answered by a member of the Senior Leadership Team.

Complaints Procedure

All complaints should be directed towards the Senior Leadership Team. You can do this by calling the school office to make an appointment, or to speak to a member of SLT over the phone. Complaints can also be submitted in writing, either by letter or email. Mrs. Gibson, or

a member of the Senior Leadership Team, will endeavour to be in touch with you within 48 hours to respond to your complaint.

If you feel your complaint has not been dealt with fairly or believe the matter has not been resolved, you can get in touch with our Quality Link Officer, Mrs. Martina Hendry, using the following telephone number: 0303 1231023. South Lanarkshire Council operates a complaints system called 'Have Your Say', which can be accessed through their website.

Visiting our school

Anyone wishing to visit the school, before enrolment or after being offered a place, will be made very welcome. Please contact the school office if you would like to do this.

3. School Ethos

Throughout 2024/2025, our school community came together to explore what makes Crawforddyke Primary distinctive. Through a collaborative process, a clear theme emerged—our school is a place where inclusivity, nurture, diversity, passion, and creativity thrive.

Our Staff said:

- ❖ Crawforddyke is a lovely school to work in - we are a huge family where the staff and pupils work together to create a very nurturing ethos! We are unique through the inclusivity and the delivery of meaningful learning and attention to detail and care.
- ❖ Our values are clearly displayed and are evidenced through classroom/school rules. The values link to the four capacities and always have the pupils at the heart of everything. We have a kind, caring and nurturing ethos.
- ❖ We are a very nurturing school with the children's best interests at heart. Teachers and staff who truly care for the wellbeing of the children.
- ❖ Our greatest strength as a school is that staff really care about delivering the curriculum to each and every child at a pace that suits the individual child.

Our Pupils said:

- ❖ The school provides opportunities to involve adults and the community.
- ❖ We get to showcase our talents.
- ❖ Everyone is kind and respectful.
- ❖ Everyone is treated fairly.
- ❖ We get involved in the learning.

Our Parents said:

- ❖ The teachers and support staff are very supportive and passionate about the kids learning. They are also all so friendly and welcoming which as a parent is important.
- ❖ The teachers don't just teach from a book they go out of their way to make learning fun. They see every child as an individual and promote a growth mindset.
- ❖ Carluke is a small town and lacking in diversity. I like the ethos of Crawforddyke of it being as diverse a school as it can be and for encouraging all children to aim high.
- ❖ My children thrive on the wonderful teaching and learning at this great school.
- ❖ Seeing my children come home from school excited to tell me what they were involved in during the day, ensures to me that they are having a fun time learning with their friends and teachers, to me this is the most important part of their educational journey.

Our Partners said:

- ❖ School staff are broadly warm and welcoming and seek to create engagement with children and their parents/carers to support all aspects of learning: social, emotional and academic.
- ❖ Excellent partnership with other agencies (Clydesdale Family Support Hub). Staff and teachers are very kind, accommodating and welcoming.



At Crawforddyke, we foster a culture of respect, trust, and inclusivity. Our staff are dedicated to building strong, supportive relationships that promote children's rights and wellbeing. We strive to provide a broad and enriching curriculum that ensures equity and supports the unique needs of every learner.

Through effective health and wellbeing programmes, a nurturing environment, and a positive approach to developing a growth mindset, we empower all pupils to thrive. Our pupils confidently articulate the school's vision and values, understanding their rights and responsibilities in alignment with the UNCRC.

All pupils are encouraged to take an active role in school life by participating in leadership roles such as pupil committees, extracurricular activities, and initiatives that develop a sense of responsibility within classrooms and as part of the wider school community. They are given regular opportunities to share their achievements and contribute their perspectives through Thinking Circles, reinforcing their role in shaping the school's continuous improvement.

A strong sense of identity and belonging is at the heart of our school community. Almost all pupils take pride in wearing the Crawforddyke uniform and feel a deep connection to our school.

We play an active role in the wider Carlisle community, with pupils enthusiastically participating in local events such as the Gala Day, Jam and Ham Festival, and various and sporting competitions.

Our commitment to fostering a love of reading is reflected in our achievements of the Gold Reading School Award. Pupils have not only embraced reading within our school but have also shared their passion with the wider community. They have showcased their journey and success, inspiring others and supporting them in developing their own love of reading. Through partnerships and outreach initiatives, our pupils actively encourage literacy development on others, strengthening our school's role as a hub of learning and inspiration.

We celebrate the achievements of all our pupils on a regular basis. Each week in assembly, a pupil from every class is nominated to be "Star of the Week" and they receive a certificate for this. Children are also invited to bring in special achievements from home, such as swimming certificates, medals, awards or prizes. These achievements are shared during the assembly, and the pupil has their photograph taken for display on our Achievements Notice Boards in their classrooms.

As a school we recognise the significant role growth mindset can play in the lives of our children. We ensure every child is encouraged to develop a positive attitude towards their learning through monthly mantras such as, 'Everyone can learn' and 'The Power of Yet'.



In November 2018, all pupils in the school and nursery published a book all about 'Mossy the Mindset Monster', writing a story about a chosen growth mindset mantra. Mossy has become a school mascot, along with Crawford the Star and reminds pupils that having a growth mindset can help them to learn and grow. We have since written and published 2 more books with our pupils: 'Mossy Starts School' and 'Mossy's Hopes and Dreams'.

Promoting Positive Behaviour

We follow the SLC Guidance: Promoting Positive Relationships and Understanding Distressed Behaviour. This has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of supporting pupils and families when needed. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage distressed behaviour, with the understanding that all behaviour is communication. A wide range of appropriate staff development opportunities has been developed for this purpose.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We encourage pupils to respect their own and others' rights to be safe, to learn, to be healthy and to play as part of our 'Making it Right' assertive discipline program. Each class has their own charter, inspired by the articles within the United Nations Children's Charter. This ensures all children establish and maintain high standards of responsible and respectful behaviour through developing their own self-awareness and self-discipline.

In our classrooms we aim to develop mutual respect and consideration between staff and pupils. The cultivation of a respectful, nurturing atmosphere within a classroom is paramount to the quality of learning and teaching which can take place in it. We aim to establish and

maintain high standards of behaviour through developing children's awareness of the UNCRC and how they can respect these rights for each other.

Each class prepares a Class Charter with their teacher, focusing on their rights and how these are respected. Class rules are set out within the charters. The children understand the purpose of these rules is to allow the teacher to teach, for everyone to have the right to learn and for all to be safe. Each class also promotes personal or group point systems.

During our weekly assemblies we present certificates for good work and actions that demonstrate our values. We encourage children to share their skills and achievements from their outside interests and hobbies. Each class teacher nominates a "Star of the Week" in their classroom, and they are awarded with a certificate.

We also have a House System, and pupils can earn House Points for various things. The Houses of Angus, Caldwell, Cameron and Ramage were named after 4 soldiers who fought in the World Wars, 3 of whom were awarded the Victoria Cross.

Each house has 4 House Captains from Primary 7 who apply for the posts and are voted in by their House members. This is a prestigious post that is valued and respected by all children. A silver cup is given to the winning house in June.

We try to ensure and encourage safe play at break times. There are designated areas for different age groups to allow for those who want quiet times and those who want to run about and play games. Football is only allowed on John Allan Playing Field.

We have Ambassadors in every classroom, chosen by their peers. They meet with the Senior Leadership Team regularly and have their own Pupil Improvement Plan to take forward. The Ambassadors are also part of the 'Young Leaders of Learning' program, encouraged by SLC. They are working alongside High Mill Primary School (Carlisle) to review the work of the school and take a lead role in making improvements.

We also organise "Thinking Circles" each term to gather children's views on a range of areas. Children are placed into groups of ten, which are led by P7 pupils to record the responses to questions or surveys on a particular topic.

Weekly Golden Time is a 30-minute period with a more relaxed atmosphere where children enjoy activities as a reward for good attitude and behaviour.

During wet weather a system of P7 monitors and support staff look after the children.

Although we have planned and adopted many strategies to help make children safe and secure there will always be some who find this challenging. Their teachers will deal with this initially but will alert the Leadership Team if the situation is not improved. Parents will be contacted and informed of this. We would hope that together we can impress upon children the need to be responsible for their own attitude, actions, and behaviour. In extreme cases of serious challenges, psychological services and behaviour support specialists may be required. This would involve parental consultation and agreement.

Our approach to promoting positive behaviour is one where the staff and parents cooperate to create the school environment to which children are entitled. That is, where they are safe, happy, and motivated to do their best.

It is the responsibility of senior staff within the school to ensure that staff, Parent Council Members, parents, and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour, must support young people should instances of bullying occur. Parents have a significant role to play in working with the school so that teachers, parents, and pupils know what is expected of them in trying to change the behaviour and attitudes which contribute to bullying behaviour.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Friendship issues happen and children recognise that these can be sorted out. Where a child feels a problem is not going away, they are encouraged to report this to someone they trust. We have a system of Buddies and Befrienders who help support our younger children. Together we can work towards creating a safer school for children and staff.

We work with a wide range of partners within the local community and beyond to promote a positive ethos and motivate our pupils. Our school chaplain is Reverend Elijah Obinna. We have good links with Universal Connections, the local library, Tesco, and the Clydesdale Development Trust. These links help us to plan and deliver opportunities for our pupils to be involved in their local community and contribute towards it.

Crawforddyke Primary places a strong emphasis on pupil safety, and parents may wish to know that adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

4. Staff List

The school staffing allocation for Session 2025/2026 is 21.3 teachers.

Head Teacher	Mrs Angela Gibson
Depute Head Teacher	Mrs Audrey Moffat
Depute Head Teacher	Mrs Hazel Buchanan
Principal Teacher	Mrs Lynn Williamson (Acting)
Primary 1	Miss Abbie Brown
Primary 1	Mrs Gemma Connelly
Primary 2	Miss Sarah MacDonald
Primary 2	Mrs Lynn Williamson (Mon/Tues) + Mrs Kirsty McWhirter (Wed-Frid)
Primary 3	Mrs Agnes Ruiz
Primary 3	Mrs Joanne Braid + Miss Fiona Anderson
Primary 4	Mrs Lesley Cullen
Primary 4	Mrs Sam Watson
Primary 5	Mrs Lindsay Bowie (Mon/Tues) + Mrs Jennifer Hamilton (Wed-Frid)
Primary 5	Mrs Lee Robb (Mon-Wed) and Mrs Emma Anderson (Wed-Frid)
Primary 6	Mrs Linzi Muir
Primary 6	Miss Fiona Murdoch
Primary 7	Mrs Clare Waters

Primary 7	Mrs Gill Frullani
Primary 7	Miss Rachel Arnott (NQT)
CCC/NQT Cover	Mrs Lindsay Bowie (Wed-Frid)
CCC/Additionality	Mrs Hazel Stewart
CCC/Additionality	Mrs Alison Kane (Wed-Frid)
CCC/Additionality	Miss Emily Hannah (Thurs/Frid)

Mrs Emma Singh provides specialist support for learning.

The Educational Psychologist is Mr Jim Malone.

Our Senior Manager of Pupil Support is Mr Alan Russell.

To ensure the day-to-day business of the school operates smoothly, we have a team of support assistants. Their duties include interval and lunchtime supervision of children, classroom assistance, special needs auxiliary work and all the establishment administrative activities.

Our team is:

Mrs M Thomson	Team Leader
Mrs G Anderson	School Support Assistant
Mrs S Butler	School Support Assistant
Mrs T Chekansky	School Support Assistant
Mrs G Gallacher	School Support Assistant
Mrs G Lind	School Support Assistant
Mrs J McKeever	School Support Assistant
Mrs M Watson	School Support Assistant
Mrs H Killop	School Support Assistant
Mrs C Whyte	School Support Assistant
Mrs S Bird	School Support Assistant
Mrs D Symmonds	School Support Assistant
Mrs Irene Graham	Janitor
Mrs Leeann Kerr	Cleaning Supervisor
Mrs Susan McStay	Cleaning Assistant



Miss Cassie Murphy Cleaning Assistant

Miss Lisa Watson Cleaning Assistant

The Dining Room has a cook and 3 assistants who provide hot and cold meals daily.

Miss Megan Djuritschek Cook in Charge

Mrs Elizabeth Boslem Assistant

Mrs Debbie Watt Assistant

Mrs Lesleyann Paterson Assistant



Head Teacher Remit – Mrs Angela Gibson

- Overall responsibility for the general running of the school. This includes finance, curriculum matters, ethos and personnel
- Leading Learning and Teaching across the curriculum
- Co-ordinator for Quality Assurance practices (tracking and monitoring and self-evaluation)
- Responsibility for Pupil Equity Funding and Reporting
- Responsibility for Achievement of a Level Reporting (ACeL)
- Policy development and maintenance
- Monitoring and lead role in P3-P5
- Whole School Behaviour Support
- Child Protection Coordinator
- Designated Senior Manager for Care Experienced Pupils
- Responsibility for development, implementation and review of the School Improvement Plan
- Representative on Parent Council
- Pastoral Care of whole school
- Point of contact for staff and parental issues
- Responsibility for liaising with external agencies
- Co-ordinator for Psychological Services

Depute Head Teacher – Mrs Hazel Buchanan

- Deputise and assume whole school responsibility in Head Teacher's absence
- Development and monitoring of Literacy and English in School
- Monitoring and lead role in Transition (Early Years to P1)
- Management of ASPs and Additional Support Needs in P1 and P2
- Lead Role in Quality Assurance practices in Primary 1 and 2
- Meeting needs of identified pupils through targeted support – Primary 1-3
- As part of SMT, lead role in promoting positive ethos and pastoral care
- Lead role in Parental Engagement
- Lead role on Learning Community moderation activities
- Responsibility to Reading Ambassadors and Reading Schools
- Responsibility for Eco group and priorities

Depute Head Teacher – Mrs Audrey Moffat

- Deputise and assume whole school responsibility in Head Teacher's absence
- Development and monitoring of Numeracy and Mathematics in School
- Development and monitoring of Health and Wellbeing in School
- Monitoring and Lead role in Nurture
- Management of ASPs and liaison with Specialist Support Staff in P6-P7
- Lead Role in Quality Assurance practices in Primary 6-7
- Meeting needs of identified pupils through targeted support – P6-P7
- As part of SMT, lead role in promoting positive ethos and pastoral care
- Primary/Secondary Liaison and P7 transition
- Responsibility for Pupil Ambassador Group incorporating Young Leaders for Learning
- Responsibility for Participatory Budget (PEF)
- NQT Mentor
- Responsibility for supporting children and families through a Dyslexia identification
- Attachment ambassador
- ICT co-ordinator
- Responsibility for digital leaders
- Digital and STEM lead

Principal Teacher – Mrs Lynn Williamson (Acting)

- Responsibility for Sports Leaders
- Responsibility for the co-ordination of sporting events
- Support for the introduction of NELI into Primary 1
- Support for Early Years/Primary 1 Transition
- Support for Family Engagement activities

5. Attendance

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It is a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to follow these guidelines:

- If you know in advance of any reason why your child is likely to be absent from school, please inform the school office, either by telephone or let us know in writing.

- Notify the school first thing in the morning when your child is going to be absent. This can be via telephone, by email or you can leave a message on our answering machine. Let the school know the likely date of return and keep them informed if the date changes.
- Inform the school of any change to the following:
 - home telephone number
 - mobile number
 - emergency contact details
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the Head Teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. Holidays during term-time are not encouraged and are generally recorded as unauthorised, unless unavoidable for a variety of reasons. This will be at the discretion of the Head Teacher.



Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised. If we have not heard from you, we will contact you. This is to ensure your child is safe and well. Every effort should be made to ensure that your child attends school during term time. If your child's attendance at school becomes a cause of concern, you will be contacted by the Head Teacher and support may be sought from the Senior Manager of Pupil Support.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

Family Holidays During Term Time

Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

Information on emergencies

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home phone number and change of address.
- If for any reason, you are unsure if the school is open visit the website at www.southlanarkshire.gov.uk or email: education@southlanarkshire.gov.uk

6. Parental Involvement and Parent Councils

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

Our Commitment

- We want parents and carers to:
- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

Connect – Supporting Parent Councils

- All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:
- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.education.gov.uk/)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

7. The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is forward looking, coherent, flexible and an enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work.

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It includes all the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curricular areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies



If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](https://scotlandscurriculum.scot/)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Curriculum for Excellence brought significant changes to the delivery of the curriculum through active learning approaches and the development of teaching styles and skills.

It has established the four purposes for schooling, namely that all young people should be helped to develop the skills and attributes they need to be Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Curriculum for Excellence is Scotland's educational response to global change and increased understanding of the learning process.

- We must prepare our young people for jobs that do not yet exist...
- Requiring technologies that have not yet been invented...
- To solve problems of which we are yet unaware.

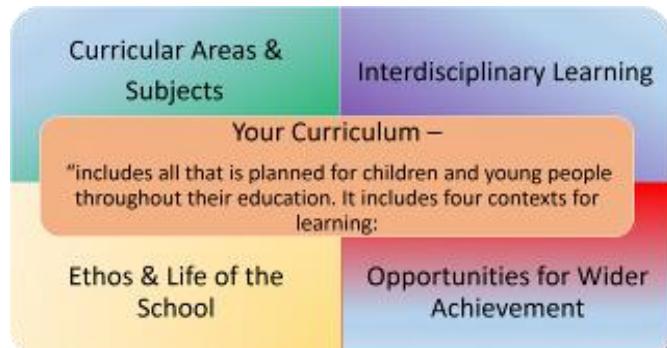
It is essential we recognise that:

- We should be trying to help them lead purposeful and fulfilled lives.
- In circumstances which nowadays are changing at an unprecedented and accelerating speed.
- In ways that affect customs and beliefs as well as material surroundings.
- We must begin to prepare today's pupils for the multi-tasking, multifaceted, technology driven, diverse, vibrant world they will live in when they are older.

For example, children in Crawforddyke will participate regularly in Outdoor Learning on our Natural Play Area, developing skills in cooperation, team building, negotiation and risk taking. We seek to offer a variety of extra-curricular experiences, including school trips, visitors to school and online workshops.



There are 4 contexts for learning set out within the Curriculum for Excellence guidelines. Our curriculum is designed around the experiences and outcomes. There is emphasis on active learning which provides a platform for developing a wider range of skills, as well as deeper knowledge and understanding.



At Crawforddyke Primary, we are committed to developing well-rounded, confident, and responsible learners who are equipped with the skills and values to thrive in the modern world. Through our curriculum and school ethos, we actively promote the four capacities of Curriculum for Excellence:

Successful Learners



We foster a love of learning by providing engaging, high-quality teaching and a broad, stimulating curriculum. Pupils are encouraged to think critically, ask questions, and develop independence in their learning. Through active literacy and numeracy initiatives, digital learning, and hands-on experiences, we ensure every child achieves success and grows in knowledge and skills. Our achievement of our ninth Eco Schools Flag further highlights our dedication to nurturing enthusiastic and capable learners.

Confident Individuals



At Crawforddyke, we support pupils in developing self-belief, resilience, and a positive mindset. Wellbeing is at the heart of our school, with a strong focus on health and wellbeing, personal development, and growth mindset strategies. Through leadership opportunities, pupil voice initiatives, and participation in performances, competitions, and public speaking events, we empower children to express themselves with confidence.

Responsible Citizens



We instil a strong sense of responsibility and respect for others by embedding children's rights, social justice, and sustainability within our curriculum. Pupils actively contribute to school life through committees, eco-friendly initiatives, and community engagement projects. They play a key role in supporting local events and share their learning with others to inspire positive change within our community.

Effective Contributors



Our pupils are encouraged to be creative problem-solvers who work well both independently and as part of a team. Collaboration is a key part of school life, with opportunities to take on leadership roles, engage in enterprise activities, and participate in cooperative learning experiences. Through Thinking Circles and pupil-led projects, children develop their ability to communicate ideas, lead initiatives, and contribute meaningfully to school improvement and the wider community. At Crawforddyke, we believe in nurturing every child to be a successful learner, a confident individual, a responsible citizen, and an effective contributor—equipping them with the skills and mindset to thrive in life.

Our [Curriculum Rationale](#) provides more details of what learning looks like in Crawforddyke!

Homework

We believe that children learn best when parents, the school and children work together in partnership. Our homework is delivered using a mixture of materials sent home and Google Classroom. Homework plays an essential part in this and provides a valuable opportunity to:

- Share learning experiences and outcomes
- Involve parents and family in their child's learning
- Consolidate and extend recent learning
- Develop organisation skills, study skills and independent work
- Make personal choices to suit preferred learning styles



Number bonds, tables and the language of maths become embedded in our memories with constant repetition. It makes sense then for children to practise these at home and we have provided a leaflet to all parents with ideas on activities they could do at home, including key websites. The more they do them, the quicker and more confident they become.

Likewise, spelling needs to be gone over and over to fix in minds the rules for sounds and the shapes of words. Children use their phonics knowledge as well as visual clues to learn to read. Reading with your child and discussing the text is very important at this early level. As a school, we have agreed that reading is an essential life skill, and this has become the focus of our homework activities. Good reading skills help children to access the whole curriculum and the more time a parent and child have together to enjoy reading and talk about what they have read, the more these skills will be developed.

We only have your child for 5 hours a day for approximately 192 days a year. You look after them the other 19 hours a day for 365 days. We depend on your help to give them the best education we can, to develop appropriate attitudes and values so that they grow up to be responsible citizens.

Spiritual, social, moral, and cultural values (religious observance)

Our development of pupils' spiritual, social, moral and cultural values is structured within our curricular programme for Moral and Religious Education and in our policies for Religious Education and Religious Observance.

Education Resources has produced guidelines on Religious Observance Policies, and these are available in all establishments. Under the terms of the Education (Scotland) Act 1980, parents / carers have the right to ask for their children to be withdrawn from religious observance and / or religious and moral education. If a pupil is withdrawn, we will make suitable arrangements for the pupil to participate in a worthwhile activity, in consultation with parents. If parents have any concerns about religious observance, they should approach the head teacher to discuss their concerns.

Parents may request that their children be permitted to be absent to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register.

Religious Education

Religion has shaped the history and traditions of Scotland and continues to have an influence on national life. The school programme is structured under three categories: Christianity, Other World Religions and Personal Search.

Our children are given knowledge of Christianity and other world religions. They will be encouraged to develop an understanding and respect for other faiths. They will be encouraged through Personal Search to look for answers to questions about values and the meaning and purpose of life.

Moral Education permeates the whole school ethos. We hope to promote common values such as honesty, justice, fairness, liberty and a respect for others throughout the curriculum.

We provide opportunities for our pupils to reflect on and value other society's behaviour and attitudes and develop the common values which would lead to being good citizens of their own community and the global world.

Religious Observance

We gather weekly for whole school assemblies. We feel that these times not only provide for all stages to come together as a community but contribute to the whole school ethos where people are rewarded and valued for a variety of actions as well as improving on their personal behaviour and effort.

Our School Chaplain is Reverend Elijah Obinna.

Charity work on behalf of children in our own country and abroad are regularly featured and is organised by our School Ambassadors.

8. Assessment and tracking progress

We use a range of approaches to track and monitor pupils' learning throughout the Primary School years. We want to share with you on how your child's learning is progressing. We do this through a range of reporting systems, described below.

Pupils' learning and progress is tracked through Forward Planning records and the use of formative and summative assessment in Literacy and Numeracy. The data gathered tells us how well your child is progressing in their learning and what their next steps should be.

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. More specifically, formative assessments help students identify their strengths and target areas that need work.

Examples of formative assessment include:

- Feedback in relation to shared learning intentions and success criteria, using strategies such as "2 Stars and a Wish" or Traffic Lighting.
- "Exit Passes" where children are asked to share something they have learned, or to answer a question to clarify their learning.

The goal of summative assessment is to evaluate student learning at the end of a teaching unit by comparing it against some standard or benchmark. Our benchmarks relate to the experiences and outcomes set out in Curriculum for Excellence.

Examples of summative assessment include:

- Personal Profiles and Early Level Tracking documents.
- Early Literacy Screening Assessment and Regular Word Reading Assessment in Primary 1.
- Single Word Reading and Spelling Assessments in Primary 2-Primary 7.
- End of Unit or Level Maths assessments in Primary 1-Primary 7.
- The use of standardised assessments in May for reading (NGRT) and maths (MALT).
- Weekly Mental Maths or Spelling Tests.
- Topic Projects, based on set criteria.

Pupil learning is monitored closely by teachers and the Senior Leadership Team, to ensure it has the right pace and challenge for each group or individual. Assessment data is examined closely to identify where interventions may be required, such as increased support or challenge.

9. Reporting

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings twice a year, which offer you the opportunity to discuss how your child is progressing and how you can contact the school if you wish further information. As a parent/carer, you will be invited to make an appointment time with your child's teacher, so that you can discuss your child's education with them. These appointments are held face-to-face.

You will be able to view your child's classwork during our Parents' Evenings twice a year. This will include examples of work from Writing, Numeracy and IDL for you to look over and comment on, as well as your child's Personal Learning Plan.

Other ways in which we share your child's learning with you include:

- Sharing photos and news on our Google Classrooms.
- Giving you access to the Guardian Report function on Google Classroom.
- Showcases and Assemblies to attend.
- Using our Social Media feed to share the work of the whole class.
- Open evenings to view your child's class and the work they do.
- P1-P3 Padlets with links to learning and class activities.

Our 'learner reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements, and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

10. Enrolment and Transitions

Enrolment – how to register your child for school.

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

[www.southlanarkshire.gov.uk/info/200186/primary school information/392/enrolling your child for school](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school)

If you have any difficulty in identifying your catchment school, please email Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child is due to start school in August 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address.

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form should then be completed. This is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school, then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move out with your catchment primary school a 'request to remain form' must be completed. If you move out with your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information,

please contact Education Support Services on edsuppserv.helpline@southlanarkshire.gov.uk or 0303 123 1023.

Transition from primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

11. Support for Pupils

Getting it right for every child.

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe, and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family, and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

Crawforddyke Primary School is committed to ensuring all children are supported throughout their time here. In so doing, we believe that children can then go on to successful experiences in their Secondary School lives and beyond.

We consider carefully how our arrangements for meeting the needs of all learners, including potentially vulnerable groups, are addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs or social and emotional factors. Children and young people will be considered to have additional support needs in education where, for whatever reason, they are unable, without the provision of additional support, to benefit from the school education provided. Additional support is described in the Additional Support for

Learning Act as provision, which is additional to, or different from, the educational provision made generally for children and young people of the same age in educational establishments.

In summary, if a child needs extra help or support in addition to that which is normally provided in school they can be said to have 'additional support needs'.

Children may need additional support for a short or long period of time and for a variety of reasons. The reasons can include:

- Social or emotional needs.
- Problems at home.
- Being looked after (under a supervision order from the Children's Panel).
- A specific learning difficulty, such as dyslexia.
- Being particularly gifted.
- A physical disability.
- Behavioural difficulties.
- Bullying or being bullied.
- A sensory impairment or communication problem.
- Being a young carer or parent.
- Having English as a second language.

In line with the requirements laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 and Education Resources Operating Procedure A28, Crawforddyke Primary promotes partnership working as an essential part of meeting the needs of all learners who may require additional support.

Crawforddyke works with a wide range of agencies and professionals, including:

- Social Work Resources.
- Educational Psychologist.
- Child and Adolescent Mental Health Service (CAMHs).
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Extended Community Team (including Specialist Support Teacher).
- Street Level.
- Inclusion Officer.
- Child Protection Officer.
- Covey Befrienders.
- Staff from Carluke High School Learning Support.

This list is extensive, but not exhaustive.

The Head Teacher is responsible for:

- Coordinating support and working with all agencies to ensure a joint assessment process and so produce a single, shared assessment for all learners with additional support needs.
- Multi-agency planning, paying particular care at points of transition and major change, such as moving from stage to stage, changing schools or leaving school.

More information about support for pupils can be found in the school's Position Statement for Additional Support Needs.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools, and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

Address: Enquire
 Children in Scotland
 Rosebery House
 9 Haymarket Terrace
 Edinburgh
 EH12 5EZ

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and

parents, reviewing it every three years. Further information is available from the Headteacher of the establishment your child attends.

12. School Improvement

Every year, a school creates an Improvement Plan, which gives an overview of the priorities and plans for future school improvement. The Improvement Plans from 2024 to the present for Crawforddyke Primary School can be found on the school website ([Crawforddyke Primary School](#)) within the section 'Key Documents'. In this section you will also find our Standards and Quality Reports from 2022/2023 to 2024/2025, which detail the improvements we have made in Literacy and Numeracy and the progress we are making towards closing the attainment gap.

Crawforddyke Primary has worked hard to improve standards in relation to literacy, numeracy and health and wellbeing, through initiatives and events such as:

- Implementation of new and progressive spelling, reading and maths programs.
- A strong focus on Health and Wellbeing across the curriculum, including the implementation of 2 hours of PE a week for all our pupils.
- A rigorous tracking and monitoring calendar, ensuring all learners are supported and challenged at the appropriate level.

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

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

We will seek to involve parents in this future improvement through sharing our priorities with you, and the work we carry out in relation to these. Parents and Carers will also be invited to share their thoughts on the work of the school through regular questionnaires and surveys: the results of these will be used to inform future priorities.

The use of funding to support pupil equity

As a school, we receive £101,675.00 worth of Pupil Equity Funding. This has been used to secure a range of supports that will ensure our work towards closing the poverty-related attainment gap continues. We have used our funds to provide additional staffing, increasing opportunities to deliver intervention programmes and to support our most vulnerable learners. Our PEF allocation also helps us to significantly reduce the cost of the school day, providing

valuable educational opportunities for pupils, such as swimming, transport and residential trips.

We have allocated 5% of our PEF funds to the Participatory Budget. A group of pupils, parents and staff work together to agree how this money should be spent. This session, it was agreed the funds should be used to subsidise school trips.



SLC Priorities

Improve health and wellbeing to enable children and families to flourish.

Support children and young people to develop their skills for learning, life and work.

Ensure inclusion, equity and equality are at the heart of what we do.

Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy.

Empower learners to shape and influence actions on sustainability and climate change

Strategic Equity Fund

Pedagogy – targeted support in literacy and numeracy, digital skills

Learner Engagement – Attendance, Young Leaders of Learning, Reading Schools

Cost of the School Day

Equity and Equality – Nurture

Participatory Budget

Crawforddyke Primary School Improvement Plan 2025-2026

Literacy - Writing

1.3 – Leadership of Change
2.3 – Learning, Teaching and Assessment
3.2 – Raising attainment and achievement

Rationale
We need to decrease our attainment gap in writing, while increasing pupil engagement at all stages.

What we need to do
Continue to develop our skills, knowledge and confidence to implement Talk for Writing.

Develop opportunities for short-burst writing that will focus on core skills (tools for writing).

What we hope will happen
Our attainment in writing across P1/4/7 will increase by at least 1.0% and our attainment gap will close by at least 1.0%. Engagement in writing will increase across all cohorts.

STEM

1.1 – Self-Evaluation for Self-Improvement
1.3 – Leadership of Change
2.2 – Curriculum

Rationale
To increase opportunities for pupil voice, challenge and enjoyment and raise awareness of skills development.

What we need to do
Explore and implement an inquiry-based approach to learning through STEM and Outdoor Learning.

What we hope will happen
By June, pupils will have participated in an inquiry-based project and have an increased knowledge of the skills related to the four capacities.

Moderation and Assessment

1.1 – Self-evaluation for self-improvement
2.3 – Learning, Teaching and Assessment
3.2 – Raising attainment and achievement

Rationale
To provide teachers with the opportunity to develop skills, knowledge and confidence when moderating Writing.

What we need to do
Participate in moderation across the Learning Community.

Provide opportunities for teachers across the learning community to discuss achievement of a level in writing.

What we hope will happen
Attainment in Writing will increase by at least 1% across the LC. Teacher evaluations will reflect increased confidence in moderation and making professional judgements.



Our vision is for all our learners to be safe and happy while believing that with practical experience and effort, they can achieve, learn and grow.



Parental Engagement

2.5 – Family Learning
2.7 – Partnerships

Rationale
Continue to strengthen family learning, partnerships and relationships across our school community.

What we need to do
Facilitate workshops that allow parents to connect.

Use digital platforms to enhance home learning.

Work alongside partners in NHS and Education to deliver Parent workshops.

What we hope will happen
An increased number of parents will be more confident when supporting their child at home.

Almost all stakeholders will report a strong sense of community and school.



National Priorities (NIF)

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

National Improvement Framework Drivers

- School and ELC Leadership
- Teacher and Practitioner professionalism
- Parent/Carer involvement and engagement
- Curriculum and Assessment
- School and ELC Improvement Performance Information

13. School policies and practical information

School Meals - Primary pupils

Healthy eating is something that the school supports, and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday. All meals also come with fresh chilled drinking water, vegetable choice, salad selection, seasonal fruit and depending on the day - soup or a dessert.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.62

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

NB School Meal prices are reviewed annually and may be subject to change

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to the school office who will provide you with a request form.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals, and we encourage all children to remain in school at lunch time.

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR below -



South Lanarkshire Council also offers a free Breakfast service. In Crawforddyke Primary, the service runs from 8.20am to 8.50am each school day.

School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

Our uniform consists of:

White shirt and tie
White Polo shirt with logo
Black or Grey sweatshirt with logo
Black/Grey trousers or skirt

Also available:

Fleece with logo
Waterproof jackets with logo

Crawforddyke Primary has a Pop-Up Uniform shop which opens every Friday. This contains items of uniform that are new or in excellent condition. All items are free and available to anyone.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.

- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

Devices should not be used during class unless specifically permitted for learning purposes.

In Crawforddyke Primary School, we ask that pupils do not bring their mobile phones to school. If they do, pupils are asked to have these switched off and in their school bags. They should not come out of bags until learners have left the school grounds.

The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. This also now includes nursery children aged 3 and 4 years old.

Eligibility criteria and online applications can be found at www.southlanarkshire.gov.uk.
Or via this link [Clothing grants - South Lanarkshire Council](#)

Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

School hours/holiday dates

Primary 1-7 Pupils	
Start	9.00am
Morning Break	10.30-10.45am
Lunch Break	12.15pm – 1.00pm
Finish	3.00pm

We have implemented a system for families who have children in P1-P3 and P4-P7. P1-P3 pupils, with older siblings, leave the classroom on the 2.55pm bell and are supervised in the canteen until 3pm, when they can be collected by an older brother or sister and leave together.

Riverside Nursery, Happy Feet and The Playbarn operate an after-school service for all Carluke Primary schools. If you require any further information on the service they provide please call them directly on:

Riverside Nursery - 01555 770255

The Playbarn – 01555 870525

Happy Feet – 01555 700700

School holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Transport

School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in, and alighting from, the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk

tel: 0303 123 1023

The children from the villages of Kilncadzow and Yieldshields are transported daily to Crawforddyke.

Insurance for Pupils' Personal Effects

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

Insurance for Pupils' Personal Belongings

Personal Items

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

Clothing

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents of bullying occur. Parents have a significant role to play in working with the school so that teachers, parents, and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn Online Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people, and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and can achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are "*cared for and protected from abuse and harm in a safe environment in which their rights are respected*" (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to:

- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.

- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

Our Commitment to Children's Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

14. General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people, and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people, and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service, or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment.

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email).
- the child’s name, date of birth, gender, and address.
- information about medical conditions, additional support needs, religion, and ethnicity.
- any information you may wish to provide about family circumstances.

Information we collect at other times.

We will also collect information at other times such as when you apply for a benefit, request a service or other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources.

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

exam results and assessment information.

information about health, wellbeing, or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners.

- for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners.
- to keep children and young people safe and provide guidance services in school.
- to identify where additional support is needed to help children, young people and adult learners with their learning.
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions).
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school.
- to help us develop and improve education services provided for young people, adult learners, or families

In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland, and other organisations that support children and young people's learning.
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with social work in connection with any child protection concerns we become aware of.
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction, and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

(https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer
Education Resources
South Lanarkshire Council
Council Offices, Almada Street,
Hamilton, ML3 0AA

Or email: foi.request@southlanarkshire.gov.uk

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) (www.southlanarkshire.gov.uk)

Appendix A

For a comprehensive list of useful information, please visit the Council's website: http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils, and others.

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

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School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos.

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support.

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education.

Curriculum

Information about how the curriculum is structured and curriculum planning.

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas.

Advice, practice, and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing.

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life, and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice, and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning.

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework.

Information about Curriculum for Excellence levels and how progress is assessed.

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond.

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice, and guidance strategy.

Choices and changes provides information about choices made at various stages of learning.

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition.

Enquire is the Scottish advice service for additional support for learning.

Parenting Across Scotland offers support to children and families in Scotland.

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended.

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports.

Education Scotland's Inspection and review page provides information on the inspection process.

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers, and young people on qualifications.

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed: from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.