



Education Resources



# ***Gilmourton Primary School Handbook***

***January 2021***



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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](mailto:education@southlanarkshire.gov.uk).

## 1) Introduction by the Head Teacher

Dear Parent/Carer,

Welcome to Gilmourton Primary School Handbook which I hope you find informative.

At Gilmourton we want the best for all our pupils.

We aim to ensure that your child is happy and successful during their time here and we have high expectations of our pupils - in attainment and achievement. To this end, we hope to work in partnership with you in developing your child to his/her full potential.

I am sure you will find us to be open and approachable and encourage you to make contact with us at any time with comments or concerns.

The information in the handbook should provide an overall picture of Gilmourton Primary. However, if you have further questions please do not hesitate to contact me.

Yours sincerely,

Ellen Jack  
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 quality of life for all within 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.

## 2) About our school

Address: Gilmourton Primary  
Drumclog  
Strathaven  
South Lanarkshire  
ML10 6QF

Phone number 01357 440331

Email [gw14gilmourtonoffice@glow.sch.uk](mailto:gw14gilmourtonoffice@glow.sch.uk)  
[gw14gilmourtonht@glow.sch.uk](mailto:gw14gilmourtonht@glow.sch.uk)

Staffing	
Head Teacher	Ms Ellen Jack
P1-3	Mrs Anne MacPhail {Job-share}
P1-3	Mrs Julie White {Job-share}
P4-7	Mrs Susan Dickson and Mrs Caroline Loughran {Principal Teacher}
Support Staff	Mrs Jacquie Cringan
Support Staff	Mrs Tracy Swan



Cook in Charge                      Mrs Linda Weir  
Caretaker/Cleaner                 Mr Tom Clark

Non-class Contact                    Primary teachers have non-contact time every week when they are not with their class. Other teachers cover aspects of the curriculum and are responsible for the class at that time. At the moment, the classes are covered by Mrs Loughran

Educational Psychologist         Mrs Julie Kiddie  
Area Network Support               Mrs Louise McConville  
Music tuition                         Mr Tam Reilly  
Active Schools Coordinator         Mrs Emma Strachan

Gilmourton Primary is situated approximately 5 miles from Strathaven. The school serves the rural district of Upper Avondale. It is non-denominational, co-educational and covers stages from Primary 1 to Primary 7.

The present roll of the school is 32.

We currently have 2 classes and 4 members of teaching staff. The Head Teacher is a Shared Head.

### **Learning Community**

Gilmourton Primary is part of the Strathaven Learning Community. A Learning Community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and schools and bases which provide specialist additional support services. It is about working together to plan better outcomes for children and young people.

The Strathaven Learning Community has shared vision and values.

Our Strathaven Learning Community values are:

**RESPONSIBLE, RESPECTFUL and RESILIENT.**

Our aspirational vision statement for the Strathaven Learning Community is:  
**‘TOGETHER WE THRIVE’.**

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.



Each Learning Community is managed by a Head of Education (Area).

The Lead Officer for the Strathaven Learning Community is Kathleen McCormick.

### **Extra-Curricular Activities**

Each year we offer a range of extra-curricular activities to pupils from all stages of the school. These vary from year to year depending on the results of pupil consultation.



These clubs are valuable as they afford children the opportunity to learn new skills. The assistance of parents is always welcome so if you would like to help in any way, please contact the school.



Pupils also have the opportunity to participate in the following:

- an activity/residential week for Primary 6 and 7 pupils-this runs every second year
- a 12 week programme of swimming lessons which can lead to participation in swimming galas-junior/senior pupils (every second year)
- inter-schools football and netball matches
- cycling proficiency for Primary 5, 6 and 7 pupils-Bikeability

### **Attendance at School**

It is important for the school to work with parents in encouraging all children to attend school. All absences from school 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 comply with the following:

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, outlining the reason for absence.
- Please notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep us informed if the date changes.
- 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, duration of absence and arrangements for his/her continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.
- As we may need to contact you during the school day, please inform the school of any changes to your home telephone number, mobile telephone number, address and emergency contact details.



### **Parent/Carer Concerns**

We are keen to promote a positive relationship with all our parents/carers. If you have a concern about your child, please do not hesitate to contact the school. Your child's class teacher may be able to help in the first instance; however, if your concern is of a more serious nature, you may wish to make an appointment to meet with the Head Teacher.



### **Visitors to Our School**

Should you wish to visit the school, please contact the school to arrange a suitable time. Parents/visitors are requested to make their way to the Main Entrance and report to the School Office and not go directly to classes. This is to ensure that the school provides a safe and secure environment for all those within it. We appreciate your support and assistance in carrying through these measures.

### **Complaints Procedure**

Should you have a concern/complaint about any aspect of your child's educational experience, please let us know. In the first instance, please contact a member of staff. However, if your concern/complaint is more serious, please contact the Head Teacher.

Complaints will be treated seriously and will be dealt with speedily and sensitively. In most cases complaints will be dealt with immediately, but certainly within 3 working days. Should a complaint require further detailed investigation, the process may take longer.

### **How to make a formal complaint:**

A complaint may be made to the school's Quality Link Officer, Kathleen McCormick, at South Lanarkshire Headquarters in Hamilton.

Kathleen McCormick    South Lanarkshire Council                      Phone: 01698 454723  
   Almada Street  
   Hamilton  
   ML3 0AE

## **3) Parental involvement**

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- welcomed and given an opportunity to be involved in the life of the school
- fully informed about your child's learning
- encouraged to make an active contribution to your child's learning
- able to support learning at home
- encouraged to express your views and involved in forums and discussions on education related issues

To find out more on how to be a parent helper, or a member of the Parent Council just contact the school.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **4) School Ethos**

Gilmourton Primary School promotes positive relationships within the school and fosters an ethos which encourages all pupils to respect themselves and others. We work in partnership with parents/carers, families and outside agencies to support us in this.

We aim to provide all learners with an education for life, providing breadth, balance and progression within a safe and stimulating environment. We work in partnership with parents, other establishments, specialist services and outside agencies to enable our pupils to develop as successful learners, confident individuals, effective contributors and responsible citizens.

At Gilmourton Primary School everyone is valued for their individuality and encouraged to develop their full potential in a stimulating and safe environment.  
Our pupils will have success for today, and be prepared for tomorrow.

We believe it is our responsibility to ensure all pupils

**G**row

**I**nvent

**L**earn

**M**otivate and be motivated

Have **O**pportunities

Are **U**nited

**R**esilient

Experience **T**eamwork and

Are **O**pen, honest and

**N**urtured.

## What do our pupils say about Gilmourton?

We have a great  
playground space  
and toys.

Heather P3

I have made lots  
of friends.

Leo P2

We have great  
arts and crafts  
activities.

Jardine P4

We love Gilmourton  
Primary because.....

I love learning here.

Ava P7

We are a small  
school and we  
know everybody  
and we are all  
friends.

Callum P6

I like the teachers  
and how they care  
about me.

Taylan P7

The food is  
amazing.

Miller P2  
Donald P3

We all love the opportunities we get as a  
small school.

John P2, Struan P3, Archie P4, Amy, P5

## **Celebrating Achievements**

Children's achievements are celebrated in class and at our weekly assemblies. Our notice board displays pupil achievements. (Parents/carers and pupils are encouraged to let us know about achievements out of school, too, so that these can also be celebrated.)

Children are recognised for positive behaviour, good work and citizenship through our Achievement Awards. Pupils can receive awards under the following headings: Growing, Learning, Motivation, Teamwork, Understanding, Opportunities, Open and Honest and Resilience.

Pupils will be nominated for **Achievement Awards** on a weekly basis by the adults working with them.

Achievement Awards will relate to work- effort, progress, and attitude and also to effort, attitude and relationships with others.

- 4 achievement awards = Bronze Star
- 8 achievement awards = Silver Star
- 12 achievement awards = Gold Star

## **Promoting Positive Behaviour**

Gilmourton Primary School's aim is to ensure that all of our children, parents, staff and members of the wider community feel valued and respected and that each person is treated fairly.

Positive behaviour will be encouraged and recognised by all staff either verbally or by a sample of the following positive rewards.

- badges
- pencils
- stickers
- positive notes home

All classes use a variety of positive rewards to encourage outstanding **behaviour within the class and also the playground**

Pupils may also be put in our **Achievement Book** for work, effort, attitude and behaviour. We use the **Rainbow Book** to recognise pupils who have demonstrated they are responsible citizens and effective contributors.

School rules are in the interests of health and safety and respect for all and any breaches of these rules will be dealt with, in the first instance, by the class teacher and then by the Head Teacher, should it be a more serious or repeated misdemeanour.

Parents will be notified either by a telephone call or a request for a meeting if the incident is serious or persistent.

Each class creates and signs their own class charter with regards to expected standards. These are based on Article 28 of the United Nations Convention on the Rights of the Child, UNCRC: 'Every child has the right to an education.'

Our Playground Charter is based on Article 31 of the United Nations Convention on the Rights of the Child-UNCRC. Article 31 says all children have the right to relax and play.

In Gilmourton, to protect this right we will:

- be respectful to each other-even if we don't agree with the other person
- try to sort out disagreements ourselves by talking and asking for help if we can't sort it out

- be kind to each other and make sure everyone who wants to be is included in games
- play safely and notice other people around us
- stay in our allowed area/space in the playground
- share toys fairly and look after them

School/Class/Playground Charters are based on self-respect and respect for others.

### Community Links

We have a positive relationship with other schools and education establishments within our Learning Community and actively seek out ways in which we can work collaboratively with one another to enhance the learning experience that we offer our children.

We also work closely with members of our wider school community, including our school chaplain (Rev. Alan Telfer), our Active Schools Co-ordinator (Emma Strachan), the Public Health Nurse and representatives from Strathaven Round Table, Strathaven Rotary Club and Strathaven Fairtrade Group.



## 5) 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 a forward looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of 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. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21<sup>st</sup> century.

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 curriculum 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 these websites: <http://www.educationscotland.gov.uk/thecurriculum/> or [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

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

<b>Level</b>	<b>Stage</b>
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.

### **Expressive Arts**

This heading encompasses art and design, dance, drama and music.

Here we will be encouraging our children to develop skills and enjoyment in all these areas.

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

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



### **Music Tuition**

Instrumental music lessons are offered to children in a number of primary schools across South Lanarkshire Council through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of musical instruments, for example brass, strings, percussion, guitar or voice.

Participation in a programme of instrumental music study can help children develop as successful learners, confident individuals, responsible citizens and effective contributors. Children who participate in instrumental music through tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities through bands, orchestras and other ensembles.

Parents/Carers who wish their child to receive instrumental music tuition are required to make an annual contribution which is currently based on a minimum of 30 lessons per academic year.

Following a musical aptitude/suitability assessment, pupils entering P5 may be offered the opportunity to study a musical instrument. Through Youth Music Initiative funding, these pupils are exempt from paying the annual contribution detailed above for one academic session. Thereafter the annual contribution will apply for each consecutive year.

### **Languages and Literacy**

Within the Literacy and English framework the main headings are:

- listening and talking
- reading
- writing

Pupils will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people will spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.



Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

### **Listening and Talking**

Listening and talking are developed through every aspect of the curriculum. Pupils are encouraged to listen to the sounds of language, to ask questions, engage with others, develop informed views, share information, etc. All these skills are interdisciplinary and teachers will use a skilful mix of teaching approaches to ensure that contexts are based on pupils' own experiences, are motivational and appropriate to the needs of the individual.

Teachers encourage pupils to give prepared talks to their peers on book reviews, a curricular area, a personal subject of their choice, etc.

### **Reading**

We use a wide variety of resources to support and encourage all pupils. Pupils in P1-3 make use of Active Literacy and Jolly Phonics along with Literacy Planet reading books to build their reading skills and in P4-7 we use a wide range of non-fiction and novels. When appropriate, all pupils develop their reading skills through interdisciplinary topics, too.

It is important that children have the opportunity to read daily, whether it is their school reading book, or a book they are reading for pleasure. Reading aloud aids fluency, intonation, and increases self-esteem.



We make regular use of a paired reading programme to encourage the children to work collaboratively with one another as part of their learning.

A mobile library van visits the school every eight weeks. Currently it is on a Thursday and you will be advised of any change to schedule at the start of the new academic year. Pupils will need a library card to enable them to borrow a book and this can be obtained from Strathaven Library, or the librarian on the mobile library.



### **Writing**

Written language requires a great deal of training including learning to spell correctly, and in acquiring the knowledge of language itself; nouns, verbs, punctuation, etc. All aspects of writing (functional, personal and imaginative) are developed across all stages of the school and, where possible, staff aim to create a meaningful context for the children's learning.

Writing skills are taught from Early level onwards and we emphasise the importance of having neat, legible work.

### **Modern Languages**

Children are taught French from P1-P7. Every school within the Strathaven Learning Community follows a similar programme so that the children can develop their skills in French once they transfer to secondary education. We are currently introducing the Spanish language to pupils in Primary 4-7.

## Health and wellbeing

In this area of the curriculum we aim to provide all pupils with opportunities to:

- develop their self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships, affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination



## Mathematics and Numeracy

The main areas in maths and numeracy are:

### Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

### Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

### Information handling

- Data and analysis
- Ideas of chance and uncertainty

We use a wide range of teaching strategies and resources to develop and support skills in these areas.

## Religious and Moral Education-(RME)

We have a structured programme of study in RME in place, which allows the children to study Christianity, other World Religions of Judaism and Islam, relationships and moral values.

In Gilmourton Primary we aim to increase our pupils' knowledge and understanding of themselves, others and the world in which they live. Through a whole school, cross-curricular and themed approach we help pupils to become responsible citizens, confident individuals and effective contributors.

The pupils have a voice in Gilmourton Primary. They are - where appropriate - given opportunities to have a say in the issues which directly affect them and their local community. The Pupil Council, Green Team and Making Rights Real Committee provide excellent forums for this type of discussion and decision-making.

### **Sciences**

Through the study of Sciences pupils will cover the following:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

### **Social Studies**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding, comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Many of the topics that the children study are interdisciplinary in nature, which means that they will focus on more than one area of the curriculum. Staff are keen to listen to the children's ideas and plan their topics based on what the children already know, what they would like to know and how they would like to develop their knowledge and skills. This is known as responsive planning.

### **Technologies**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers



As children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

### **Homework**

Pupils are set homework from the early stages. Our aims are to reinforce processes and skills taught in school, and to establish the habit of work at home which will stand pupils in good stead in further education and in later adult life.

Homework can take many forms-not just written.

The support of Parents/Carers is vital in fostering good habits when it comes to homework.

### **Spiritual, Social, Moral and Cultural Values (Religious Observance)**

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. (National guidance issued by the Scottish Government on 21 February 2011 and the Education (Scotland) Act 1980.)

It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity.

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.

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

## **6) Assessment and Tracking Progress**

What do we do when assessing?

- our pupils and staff help to set their own learning goals
- our pupils and staff practise self and peer assessment
- our pupils and staff identify and reflect on their own evidence of learning
- staff use a range of evidence from day-to-day activities to check on pupils' progress
- staff talk and work together to share standards in and across schools
- our pupils and staff are clear about what is to be learned and what success would be like
- our pupils and staff are given timely feedback about the quality of their work and how to make it better

Assessment is a central part of everyday learning and teaching for every child and young person. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates.

We undertake the Scottish National Standardised Assessments yearly with P1, P4 and P7 learners. This is only one small aspect of assessment. Ongoing and informal assessment is, and will continue to be, a central part of everyday learning and teaching. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

## 7) 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 which offer you the opportunity to discuss how your child is progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'Pupil 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.

## 8) Transitions

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 and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

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 outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith 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 **0303 123 1023**.

## 9) Support for Pupils

### Getting it right for every child

Getting it right for every child is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all of the support they need from their families, with help from universal education and health services. When needed, the named person in education can offer help and support to children

and families to make sure that the child's wellbeing is developing and that any issues are being addressed.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. 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.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

There are occasions when some children, for whatever reason, require additional support, long term or short term, in order to help them make the most of their school education. Teachers are sensitive to the range of influences that can affect a child's ability to learn and put in place strategies to enable the child to cope. The class teacher can identify children with additional support needs. Parents are encouraged to arrange a visit to the school to discuss any issues or concerns they may have. Appropriate support will be given by school staff, with the involvement of outside agencies such as Psychological Services, Speech and Language Therapy, Occupational Therapy or a visiting Visual/Hearing Impairment member of staff as appropriate.

At present, Gilmourton Primary School has an allocated time of half a day every second week for a teacher from Specialist Support Services. Mrs. Louise McConville is our Specialist Support Teacher and currently she visits the school every second Friday (mornings only).

Mrs. McConville can work with groups of children or individuals in a direct teaching role. She is also able to supply or to suggest resources and support materials suitable for children. In addition, she can be consulted by staff requiring specialist advice about certain children and can carry out specific assessments of individual children. If further analysis is needed Psychological Services, with whom we have a close working relationship, are consulted.

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.

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

Advice and information is also available at [www.enquire.org.uk](http://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](mailto: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 was launched in March 2019 as a key action in South Lanarkshire's Children Services Plan 2017-20 - 'Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed 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

## 10) School Improvement

Every school year we write a school improvement plan. This helps us to continue to move forward in a structured way. Due to the current global pandemic, our plan this year is a Recovery Action Plan. Our main priorities for this session are:

- promote the positive health and wellbeing of children & young people, parents/carers and staff. (It is vital our pupils feel safe, nurtured and confident in their return to school as this will support their readiness to learn.)
- planning for equity
- continuity of learning

### **STANDARDS AND QUALITY REPORT 2019/20**

This is a document which gives a context for the school, reflects on the past year and evaluates our progress on priorities from the previous session's Improvement Plan. It also reflects our self-evaluation: what we are doing to move forward and improve our outcomes for all pupils.

#### **School priority 1: Literacy-Improvements in attainment and engagement across the school with a focus on reading strategies, ensuring a consistent approach. (Active Literacy and Tools for Reading)**

Impact:

- improved awareness among learners of relevant reading skills, strategy terms and language
- improvements in reading skills and confidence for learners (teacher judgement, learning conversations with HT)
- improved enthusiasm for reading in lower stages using new reading resources

#### **School priority 2: Improvements in attainment and engagement across the school with a focus on numeracy and mathematical skills; interpreting questions and justifying the choice of strategy used when problem solving. Planning, tracking and monitoring.**

Impact:

- improved staff confidence
- teacher judgement indicates improvements in learner confidence and application of skills

#### **School priority 3: Review and update of school policy and procedures with regards to behaviour/respect leading to shared and consistent approaches which are understood and embraced by all stakeholders. (Linking policy and practice to school ethos)**

Impact:

- reading and professional reading dialogue have led to quality ongoing professional dialogue
- the aforementioned information is a summary of our School Improvement Plan and Standards and Quality Report

Please note copies of our School Improvement Plan and Standards and Quality Report are available for parents and pupils who wish to view the full version. Please contact the school if this is something you require. (These will also be available on the school website.)

## 11) School policies and practical information

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

The menu consists of a three course meal and all meals include fresh chilled drinking water and milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime. Milk is also available for purchase to those pupils wishing to buy at morning break and lunchtime. (Milk costs 20p) The children also have access to unlimited bread, salad and vegetables to supplement their meal.

Pupils in:

- Primary 1 - 3 receive a free school lunch.
- Primary 4 - 7 meal cost is £1.75

Milk is available free of charge to all nursery age children and is provided by the establishment.

### Free School Meals

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

- Income Support, Universal Credit (where your take home pay is less than £610 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £7,330 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999

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 (P4 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 so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

South Lanarkshire Council also offers a free Breakfast service, the service runs from 8.15am to 8.45am each school day. (This is currently suspended due to Covid-19)

### 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

### **Gilmourton Primary School Uniform**

- a white polo shirt
- a white shirt with school tie
- purple sweatshirt, cardigan or jumper-with school logo if possible
- grey or black skirt, trousers or pinafore
- school shoes

Our current supplier of uniforms is Scotcrest Uniforms. Details of ordering can be found on their website at [www.scotcrestschoools.co.uk](http://www.scotcrestschoools.co.uk) or by visiting the Scotcrest Hamilton store in Quarry Street. Uniform does not need to be purchased from this supplier. Plain polo shirts, sweatshirts, jumpers and cardigans can be purchased from retail outlets.

Please contact the school office with any questions regarding the uniform.

### **Physical Education Kit**

For reasons of hygiene and safety, pupils are asked to wear a gym kit. This should consist of a polo shirt or plain tee-shirt with jogging trousers, track-suit trousers or shorts. Training shoes that have been worn outside, are not acceptable for indoor/apparatus work. Pupils should not wear football strips for games or P.E.

The wearing of jewellery is discouraged at all times for safety reasons, this particularly applies to earrings. **On PE days it is preferable that jewellery is not worn.** However, if it is, all **jewellery** must be removed for P.E. Pupils with long hair must have this tied back for P.E. and need to bring their own bobbles to do this. A letter is sent in August to parents reminding them of these safety features and notifying you of your child's P.E. days so that children are always prepared for participating in gym.

### **Lost Property**

Pupils often misplace or leave things behind at the end of the school day. It is important that items of clothing are clearly labelled in order to assist the school in returning lost property

### **Allergies**

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

**We are a nut-free school and-for health and safety reasons-we ask that pupils do not bring snacks/food items to school which contain nuts.**

## Support for Parents/Carers

### Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. 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

Monday - Friday

School day 9:00am-3.00pm

Interval 10:30am-10:45am

Lunch 12:15pm-1.00pm



A list of holiday dates is issued to all Parents/Carers at the start of each session in August along with a list of school diary dates. We also include important dates to remember in our monthly school newsletter.

The school holiday dates and in-service dates are available from the local authority website, [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). In-service dates are days when staff undertake development work related to the school and pupils should not attend.

See attached list showing school holiday dates.

### Enrolment – how to register your child for school

Please provide information to parents on how to register their child for school. You may wish to include details of your enrolment dates and times.

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request.

Forms are available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone **0303 123 1023**. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2020 is week commencing 18 January 2021.

When you enrol your child at the school you should bring with you your child's full birth certificate, as well as 2 proofs of residency, e.g. utility bills, bank statements, etc.

Towards the end of the academic year in May/June, new pupils are invited to spend some time in the school when they will meet their new teacher, get the chance to familiarise themselves with their classroom and experience a selection of active learning activities.

While the children are in class, Parents/Carers will have the opportunity to talk to one another. The Head Teacher will answer any questions and offer some practical advice to make the transition to school as smooth, enjoyable and rewarding as possible.

Parents/Carers seeking to enrol their child in our school at other times are warmly invited to visit the school to look around. This can be arranged by calling at the school or by telephoning to make an appointment.

## Transport

### School Transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, phone **0303 123 1023** or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources phone **0303 123 1023**.

### 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.

### Gilmourton's Safe Travel Guide

When travelling in a vehicle:

- please sit where you are asked to and try not to complain about it
- put your seat belt on immediately and keep it on
- use a quiet partner voice as the driver needs to concentrate
- be respectful of the vehicle you are travelling in



### **Insurance for schools – pupils' personal effects**

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

#### **(i) Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

#### **(ii) Damage to clothing**

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

### **Family holidays during term time**

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.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/Carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **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 or 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 are required to receive an annual update and follow the advice and guidance contained within the Education Operating Procedures. All staff must also complete a Learn on Line Course "Child Protection in Education".

The vision for children and their families in South Lanarkshire is to ensure that they live in a community where they are safe, healthy, active, achieving, respected, responsible and included. They should be part of a society where they have the opportunity to maximise their full potential and have access to good health care, education and leisure services. In order to achieve, South Lanarkshire's children's services and its partners will work jointly to support children, young people and their families and are committed to continuously improve our services to ensure children, young people and their families get the support that is appropriate for them.

The Chief Officers and Child Protection Committee are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report any suspicions that a child has been abused or is at risk of harm, abuse or neglect. Therefore, Council staff have a professional and contractual obligation to report concerns to the Head of Establishment or the Child Protection Coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you 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 information for parents/carers on how to help ensure their child is safe. The website is: [www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk)

### **Information on emergencies**

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed and when it will re-open.

It is important for Parents/Carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

### **Your commitments**

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child

# **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 services 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](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.



## Education Resources

### School holiday Dates Session 2021/2022

Break	Holiday dates		
<b>First Term</b>	<b>Teachers In-service</b>	<b>Thursday</b>	<b>12 August 2021</b>
	<b>In-service day</b>	<b>Friday</b>	<b>13 August 2021</b>
	Pupils return	Monday	16 August 2021
September Weekend	Close on Re-open	Thursday Tuesday	23 September 2021 28 September 2021
October Break	Close on Re-open	Friday Monday	8 October 2021 18 October 2021
	<b>In-service day</b>	<b>Monday</b>	<b>15 November 2021</b>
Christmas	Close on Re-open	Wednesday Wednesday	22 December 2021 5 January 2022
<b>Second Term</b>			
February break	Close on Closed on	Friday Monday and Tuesday	11 February 2022 14 February 2022 15 February 2022
	<b>In-service day</b>	<b>Wednesday</b>	<b>16 February 2022</b>
Spring break/Easter	Close on Re-open	Friday Tuesday	1 April 2022 19 April 2022
<b>Third Term</b>			
Local Holiday	Closed Re-open	Monday Tuesday	2 May 2022 3 May 2022
	<b>In-service day</b>	<b>Thursday</b>	<b>5 May 2022</b>
Local Holiday	Close on Re-open	Thursday Tuesday	26 May 2022 31 May 2022
Summer break	Close on	Friday	24 June 2022
Proposed in-service days	August dates to be confirmed		

#### Notes

- ◆ Good Friday falls on Friday, 15 April 2022
- ◆ *Lanark schools will close Thursday, 9 June 2022 and Friday, 10 June 2022*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Wednesday, 22 December 2021 and Friday, 1 April 2022)
- ◆ Schools will close at 1pm on the last day of term 3 Friday, 24 June 2022)  
\*Two in-service days proposed for August 2022 to be confirmed.

## **Appendix A**

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

### **Contact Details**

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to 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

### **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 on the following:**

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000