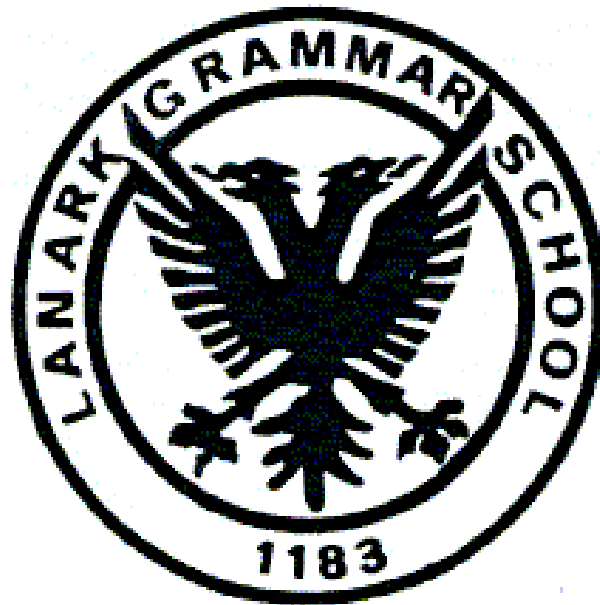




Education Resources

Lanark Grammar School



School Handbook 2022-2023

Contents

1.	Introduction	Page 3
2.	COVID-19	Page 6
3.	About our School	Page 7
4.	Parental Involvement	Page 19
5.	School Ethos	Page 19
6.	The Curriculum	Page 25
7.	Assessment and tracking progress	Page 36
8.	Reporting	Page 38
9.	Transitions (Change of school / Placing requests)	Page 41
10.	Support for Pupils (Additional Support Needs)	Page 43
	<ul style="list-style-type: none">• Getting it Right for every child• Enquire• Attachment Strategy	
11.	School Improvement	Page 51
	<ul style="list-style-type: none">• Pupil Equity Funding	
12.	School Policies and Practical Information	Page 53
	<ul style="list-style-type: none">• Nursery• Free meals• Uniform/dress code• Clothing Grant• Transport	
13.	Foundation Apprenticeships	Page 65

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 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.



Welcome to the Lanark Grammar School Handbook for session 2022 - 2023. I hope that you find the contents informative and helpful in getting to know the school, our staff, some of our processes and structures, and the range of opportunities which are on offer to our pupils.

Our Handbook reflects the latest Government guidance on school handbooks. It will be available to parents and others in both electronic and paper formats. In addition, our electronic version will be updated throughout the session and available on our school website at:

www.lanark.s-lanark.sch.uk

Our electronic version also contains hyperlinks to other documents and websites which parents may find helpful. Our Handbook also contains a number of statements from our pupils. These are designed to give a pupil perspective on our school and we hope that you find them useful and informative.

Lanark Grammar School is one of 17 secondary schools throughout South Lanarkshire Council serving a very broad catchment area within Clydesdale. In addition to the pupils who live close to or in the town of Lanark, large numbers of our pupils live in the wider Clydesdale area and use school transport to travel to school. A significant number of our pupils have Additional Support Needs and are supported through a broad range of specialist provision.

The school strives to give all of our pupils the best educational experience possible through the quality of teaching and learning; support for pupils; the range of courses and learning opportunities available to suit individual needs; and through an extensive array of extra-curricular activities. The staff of the school are highly committed and do all that they can to support each and every pupil responding to their individual and collective needs.

Partnership with parents is very important to us and we shall take every opportunity to engage with parents to assist us in supporting their children. When such a partnership exists it enables all of those involved to work collaboratively with a sense of shared commitment and a desire to provide support and direction of the highest quality.

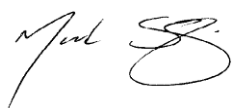
Our partnership with parents is also supported through our Parent Council which meets on a monthly basis throughout the school session. Our Parent Council Chair, Reverend Bryan Kerr, leads our Parent Council which meets in the school usually on the first Monday of each month. Reverend Kerr can be contacted through the school office.

The school strives hard to create an ethos of achievement and inclusion and promote positive values in all that we do. Through focusing on enabling pupils to become successful learners, confident individuals, effective contributors and responsible citizens we can instill in pupils a commitment to their own learning and achievement. In addition, we can help them to gain an understanding of the importance of their contribution to the wider community and the need for them to play an active and positive role within it both now and in the future. Through engagement in all aspects of school life: in classes, in clubs and activities, and through contributing actively to the development of our ethos and culture, pupils can acquire and develop important skills and competences for learning, life and work.

We also strive to promote a culture of inclusion and respect for others where talents no matter how diverse are recognised and celebrated.

We aim to ensure that all our pupils will benefit from the opportunities and support available to them at Lanark Grammar School, that they will maximise their achievements while at school and go forward into life beyond school with a sense of purpose, commitment to their future learning, and a desire to contribute positively to the communities in which they will live and work.

In January 2022, Mr Jeff Warden will take over as Head Teacher of the school.

A handwritten signature in black ink, appearing to read 'Mark Sherry'.

Mark Sherry
Head Teacher

2. COVID-19 – Keeping children, young people, and staff safe

At the time of writing this guidance for the Handbook the Scottish Government and Public Health guidance still applies to schools and educational settings until further notice.

On the 19 October 2021 the Scottish Government announced that the existing COVID-19 safety mitigations in schools and educational settings are to remain for now, following the advice from senior clinicians. It is worth noting that whilst for the general public a number of areas have changed in light of the roll-out of the vaccination programme, there continues to be restrictions in place for schools and educational settings. The public health message is that the safety of children and young people and all education staff, remains the overriding priority. Secondary aged pupils are expected to wear face-coverings and to undertake twice weekly lateral flow tests.

Our main focus remains on learning, teaching and the health and well-being of all learners. Schools/nurseries are adapting their ways of working and outdoor events can now take place without the restrictions that apply indoor. The infection control procedures in our schools such as, hand sanitisation when you arrive and leave, and by washing hands regularly has helped to mitigate against the spread of the virus as has the NHS roll-out of the vaccine to those who are eligible.

If there is a positive case involving a child and/or member of staff at the school then we will let you know by providing you with letter from NHSL Public Health which lets you know what you need to do.

So it is worth noting: -

There are still restrictions on who can visit schools, including parents/carers. In effect, parents/carers are not able to attend events that take place during the day in a school/nursery.

Where virtual arrangements for parental meetings are already in place and working well, then these should continue to be used.

Assemblies and large gatherings are still not permissible under the current guidance. Schools are therefore asked to consider group sizes as bringing large groups together in educational settings is not advisable.

Community Lets are allowed out with the school day in line with COVID-19 guidance. If there is an intention to organise events in the evening by a parent group, they are required to make any booking through the community letting procedures as normal. A risk assessment must be undertaken in advance. This is to take account of the mitigations that require to be taken in what will be a confined space, the need for clear access and egress routes, the wearing of face coverings and infection controls, like hand sanitisation.

If a parent group is planning to host an activity then they are asked to be mindful that current restrictions at present still do not enable parents/carers to meet in a large gathering on school premises during the day.

COVID-related mitigations remain under regular review, and the Advisory Sub-Group on Education and Children's Issues and the COVID-19 Education Recovery Group (CERG) continue to work with Ministers to ensure mitigations in schools and educational settings are proportionate and appropriate.

3. ABOUT OUR SCHOOL

Name of school	Lanark Grammar School
Address	Kirklands Road Lanark ML11 9AJ
Telephone number:	01555 667520
E-mail:	office@lanark.s-lanark.sch.uk
Website	www.lanark.s-lanark.sch.uk
Description	Six year comprehensive – co-educational
Additional Provision:	Additional Support Needs Provision for pupils with a wide range of Additional Support Needs.
Current roll:	S1: 219 S2: 215 S3: 211 S4: 218 S5: 171 S6: 115 Total: 1149

Lanark Grammar School is part of the Lanark Learning Community.

Lanark Grammar School is a non-denominational secondary school.



Staff List December 2021

Head Teacher	Mr M Sherry: until January 2022 - Mr J Warden will be Head Teacher from 5 January 2022	
Senior Leadership Team	Mrs J Brown	Depute Head Teacher
	Mr D Falconer	Depute Head Teacher
	Miss Y Lindsay	Acting Depute Head Teacher
	Mr N Munogee	Depute Head Teacher
	Ms G Pollock	Depute Head Teacher
	Mrs A Wilson	Depute Head Teacher
Creative and Aesthetic	Ms J Crate, Principal Teacher Learning & Teaching	
Art and Design	Mr N Boyce	
	Miss H Gibson	
	Miss E Meechan	
	Ms J Smithers	
Drama	Mrs A Humpries (Principal Teacher Pupil Support)	
	Ms C Tucker	
Music	Mrs J Brown (Depute Head Teacher)	
	Mrs A Wilson (Depute Head Teacher)	
	Mr C Greeves	
	Mrs S Hutton	
	Ms N Robson	
	Mrs A Steele	
English and Communication	Ms G Brooks, Principal Teacher Learning & Teaching	
	Mr D Falconer (Depute Head Teacher)	
	Ms Y Lindsay (Acting Depute Head Teacher)	
	Ms L Adam	
	Mr I Carr	
	Mr M Davis	
	Mrs A Ewing (Principal Teacher Pupil Support)	
	Mrs H MacKenzie	
	Mrs M McCrindle	
	Mr D McGraw	
	Mr A Morrison	
	Ms S O'Reilly	
	Ms A Smith	
Health and Well-being	Ms AM Clarence, Principal Teacher Learning & Teaching	
Home Economics	Ms L Iacobelli	
	Ms P Irving	
	Mrs M Nelson	
	Mrs E Wyper	
Physical Education	Mr A Barr	
	Mr A Campbell (Principal Teacher Pupil Support)	

	Ms L Clyde
	Mr J Gardiner
	Ms M Hall
	Ms A Henderson
	Mrs A Miller (Principal Teacher Additional Support Needs)
	Ms D Sanders
	Mr A Scott
	Ms R Thomson
	Mrs L Weir
Humanities	Mr J Moore, Principal Teacher Learning & Teaching
Classics	Mrs G Ferguson
	Mrs C Rennie
Geography	Mr N Chand
	Mr R Smith
	Ms F Thompson
History	Ms G Pollock (Depute Head Teacher)
	Mrs K Bennett (Principal Teacher Additional Support Needs)
	Mr R Blaney
	Ms A Gill
	Ms L Plenderleith (Acting Principal Teacher Pupil Support)
	Ms K McCabe
Information, Communication and Design Technologies	Mr M Brownrigg, Principal Teacher Learning & Teaching
Business Education	Mrs S Gardner
	Mr C Goldie (Principal Teacher Pupil Support)
	Mr K Kearney
	Mr R Scott
	Mr G West
Computing	Mrs F McEwan, Principal Teacher
	Mr B Mitchell
	Mrs T-A McWilliams
Technical	Mr K Dempsey
	Mr K Campbell
	Mr M Hamilton
	Mrs K Wilson
Languages and Religious and Moral Education	Mr J Millar, Principal Teacher Learning & Teaching
Latin	Mrs C Rennie
Modern Languages	Mrs R Ferguson
	Mrs L Findlay

	Ms A Hughes
	Mrs A Robson
	Mrs C Rennie
RME	Miss L Clark
	Ms E Hallett
	Mrs P Kerr (Acting Principal Teacher Support for Learning)
	Mrs L Logan

Mathematical Applications	Mr S Crawford, Acting Principal Teacher Learning & Teaching
	Mr J Bryson
	Mrs V Callan
	Mr R Campbell
	Ms A Fingland
	Miss A Flynn
	Mr K Millar
	Mr N Munogee (Depute Head Teacher)
	Mrs N Tarnawski
	Miss L Waddell
Scientific Studies	Mrs J Mills, Principal Teacher Learning & Teaching
Biology	Mrs K Cullen
	Ms I Halford
	Mr A Henry
	Miss E Totten
	Mrs L West
	Dr D Young
Chemistry	Ms L Davidson
	Mrs H Dunn
	Miss L McCulloch
	Ms L Park
	Mr J Thompson
Physics	Mr J Hamilton
	Mr H Kilgour
	Mrs M Rabie
Additional Support Needs	Mrs Julie Brown, Depute Head Teacher
Support for Learning	Mrs P Kerr (Acting Principal Teacher)
	Ms L Macauley
	Mrs W Robertson
Additional Support Needs	Ms G Armstrong
	Mrs K Bennett (Principal Teacher Additional Support Needs)
	Mr J Clarkson
	Mrs L Gordon (Principal Teacher Additional Support Needs)
	Mrs S Graham
	Ms N Henderson
	Mrs J Jamieson

	Mr S Kelly
	Mrs J Knight
	Mrs G Lamarra
	Mrs G McCallion (Acting Principal Teacher Additional Support Needs)
	Mrs D Mackie
	Mrs A Miller (Principal Teacher Additional Support Needs)
	Ms G Nardone
	Ms C Neeson (Principal Teacher Additional Support Needs)
	Mrs F Reid
	Ms E Smith
	Ms G Williams (Principal Teacher Additional Support Needs)
	Mrs L Winning
Librarian	Ms L Galway
	Ms J Horan
Instrumental Instructors	Mr J Bryce – Woodwind
	Mr D Calder – Percussion
	Mr J Goldie – Guitar/Bass Guitar
	Mr Pollock - Brass
	Mrs Van Vliet – Upper Strings
Catering	Mrs A Park
Technicians	Ms K Bell, Technician Team Leader
	Ms A Doherty, Cluster Science Technician
	Mr S Lewandowski, Cluster Audio Visual Technician
	Mr H Kennedy, Cluster Technical Technician
Support Services Co-ordinator	Mrs R McNally
Cluster Team Officer	Mr F Whyte
Support Services Staff	Mr C Bentham, Team Leader
	Miss L Kennedy, Team Leader
	Mrs J Aitken
	Mrs M Ballantyne
	Mrs K Boyd
	Mrs L Callan
	Mrs M Callis
	Mrs R Campbell
	Mrs F Carmichael
	Miss Y Graham
	Mrs M Collins
	Mrs L Cummings
	Mrs F Doherty
	Mrs I Doolan
	Mrs K Duffy
	Mrs A Dunn
	Mrs L Finlay
	Mr M Gattenby
	Mrs R Gray

	Ms S Gray
	Miss Z Irvine
	Mrs L Kay
	Mrs J Lithgow
	Mrs V Craig
	Mrs C Logan
	Ms L McJarrow
	Mrs C Main
	Miss P Millar
	Mrs F Russell
	Mrs K Mooney
	Mr S Sara
	Mrs C Simm
	Mrs M Stewart
	Mrs Struthers
	Mr K Robertson
	Mrs Y Walkinshaw
	Mrs D Wilson
Janitorial Staff	Mrs S Cook
	Mrs A Adams
Facility Technicians	Mr J Mackin
	Mr D Ferguson

Senior Leadership Team

Head Teacher: Mr M Sherry

Mr Sherry has overall responsibility for all aspects of the leadership and management of the school. In supporting these diverse activities, he works closely with his Senior Leadership Team colleagues who have individual responsibility for leading key whole-school initiatives, year groups and sections of the school. The Senior Leadership Team works in a very collaborative fashion to ensure that their collective experience, thinking and judgement are shared and impact positively on decision-making. Mr Sherry is the Senior Leadership Team link with the Faculty of Information, Communication and Design Technology.



Depute Head Teacher: Mr N Munogee

Mr Munogee has responsibility for our Pupil Support staff; liaison with external agencies; the care, welfare and support of pupils; leadership of health and well-being, and performance analysis. He has responsibility for the management information system, as well as monitoring and tracking pupils' progress to lead to raised attainment and in reporting to parents. In addition, he is the Senior Leadership Team link with the Faculty of Health and Well-being.



Depute Head Teacher (S1 and S2): Mrs A Wilson

Mrs Wilson has responsibility for Transition arrangements with our associated Primary Schools and for pupils in S1 and S2. In addition, she has responsibility for the quality of learning and teaching and pupils' attainment across S1 and S2, the development of learning and teaching through the S1 Learning to Learn course, Celebrating Success, Prizegiving Ceremonies, Fundraising and Charity Work, and links with our local community and businesses. She is responsible for leading Pupil Voice and its impact on school practice and improvement. She is the Senior Leadership Team link with the Faculties of Mathematical Applications and Scientific Studies.



Depute Head Teacher (S3 and S4): Mr D Falconer

Mr Falconer has responsibility for the care and welfare of pupils in S3 and S4 and the effective transition from the Broad General Education to the Senior Phase. He is responsible for the attainment and achievement of young people across these groups, including qualifications, college partnership and wider learning opportunities. Mr Falconer is responsible for leading whole-school Curriculum development, including all aspects of school timetabling, and Learning, Teaching and Assessment, including digital literacy and whole school ICT provision. In addition, he is responsible for the Career Long Professional Learning of teaching staff. Mr Falconer is the Senior Leadership Team link with the Faculties of English and Communication and Humanities and for our School Librarians.



Depute Head Teacher (S5 and S6): Miss G Pollock

Miss Pollock has responsibility for the care and welfare of students in S5 and S6, responsibility for the quality of learning and teaching and pupils' attainment across S5 and S6, and for option choice arrangements as pupils move from S4 into S5 and S5 into S6. She leads our whole-school focus on school improvement. She is the school's SQA Coordinator and Regent for Probationer and Student teachers. She has responsibility for the management of processes to assist pupils in moving on from school to employment, training, and opportunities for further study at college or university. She also has responsibility for the whole-school development of enterprise, citizenship and equal opportunities. She is the Senior Leadership Team link with the Faculties of Creative & Aesthetic and Languages and Religious and Moral Education. She also manages and administers the Education Maintenance Allowance (EMA).



Depute Head Teacher (Additional Support Needs): Mrs J Brown

Mrs Brown has responsibility for all aspects of Additional Support Needs (ASN) provision. She has line management responsibility for all staff within the ASN faculty. Her remit includes the Leadership, development and line management for the Additional Support Needs Pupil Support Team and Support for Learning, Inclusion, Health & Wellbeing as well as pupil behaviour and welfare.

A major aspect of her role is to ensure that the very diverse needs of all our pupils with ASN are met and that in order to do so the nature and focus of our provision evolves constantly. This involves coordinating the transition planning from Primary into Secondary as well the curriculum planning in a broad sense and also focussing on individual pupils and their specific additional support needs. In addition, Mrs Brown is responsible for whole-school health and safety.



Acting Depute Head Teacher (Equity): Miss Y Lindsay

Miss Lindsay has responsibility for Equity and focusses significantly in ensuring that all our young people are supported to give and achieve of their best. She has responsibility for two key sources of funding from the Scottish Government. These are the Pupil Equity Fund and Scottish Attainment Challenge Fund.

Miss Lindsay works very closely with the Senior Leadership Team, Principal Teachers Pupil Support and ASN, all school staff across the school and a range of external partners such as Barnardo's Scotland. These external partners enhance our capacity to support our school community utilising their skills and expertise from a range of different contexts.

Miss Lindsay also works very closely with a range of staff within the school who hold acting promoted posts in relation to Equity and, as a broad and skilled team, they bring further expertise and innovation to our collective efforts to support young people and families.



Contacting the school

Establishing and developing effective partnership with parents is of great importance to the school. At all times we will seek to maximise our partnership with you through effective and prompt communication about all aspects of your daughter's/son's education and the life of the school in general. Our school website is an important aspect of our communication strategy. You can access it at: www.lanark.s-lanark.sch.uk

There are a number of key members of staff with whom you may wish to communicate at various times throughout the school session. These may be subject teachers, Principal Teachers Learning and Teaching, Promoted staff in Additional Support Needs, Principal Teachers Pupil Support, or members of the Senior Management Team. A list of promoted staff is contained within this Handbook.

Our subject departments are formed into Faculty groupings - with Departments and Faculties being led by Principal Teachers Learning and Teaching. If you require to liaise with departmental staff I would ask that you do so through the appropriate Principal Teacher Learning and Teaching or Principal Teacher Pupil Support/ASN. In addition, Mrs Humphries leads general support for pupils in her role as Principal Teacher Support for Learning.

A large number of our pupils have Additional Support Needs and promoted staff in ASN have responsibility for their care and welfare, achievements and progress. Mrs Brown, Acting Depute Head Teacher, leads this team of staff. In the first instance, please contact Principal Teachers ASN if you wish to discuss any matter relating to your child/children.

You will already know the House group into which your daughter/son has been placed. Each House is led by a Principal Teacher Pupil Support or promoted member of the ASN team. These members of staff look after both the care and welfare needs of your daughter/son as well as her/his attainment and achievement. They can be contacted about any aspect of your daughter's/son's education.

Members of the Senior Leadership Team have specific year group and remit-related responsibilities as outlined above.

We are very happy to receive communication from you by telephone or in writing about any aspect of your daughter's/son's education or the school in general. Early communication about specific issues will lead to a prompt response and hopefully prevent any further concerns arising. You can contact us via telephone: 01555 667520 or via email: office@lanark.s-lanark.sch.uk

While it is hoped that the quality of education and support we offer pupils in partnership with parents meets their needs at all times, we do recognise that there may be times when you have concerns about specific matters. We have a formal Comments and Complaints procedure to take forward such matters. In the first instance, you may wish to direct your comment or complain to the appropriate member of our promoted staff team or through our office staff.

If you wish to enrol your child at Lanark Grammar School we would ask that you make contact with the school office and ask to be put in touch with the Depute Head Teacher who has responsibility for your daughter's/son's prospective year group.

If your child is going to absent from school we would ask that you make contact with our school office to let us know. Our office staff will inform the relevant Tutor Teacher and Principal Teacher Pupil Support/Additional Support Needs.

Our Associated Primary Schools

Braehead Primary School Carnwath Road Braehead Forth LANARK ML11 8EY	Head Teacher	Mrs E Steele
Carmichael Primary School Thankerton BIGGAR ML12 6PG	Head Teacher	Mrs E Steele
Carstairs Primary School Avenue Road Carstairs LANARK ML11 8QF	Head Teacher	Ms A Sneddon
Carstairs Junction Primary School Coronation Street Carstairs Junction LANARK ML11 8QY	Head Teacher	Mrs J Armour
Douglas Primary School Ayr Road Douglas LANARK ML11 0QA	Head Teacher	Mrs S Hughes
Kirkfieldbank Primary School 144 Riverside Road Kirkfieldbank LANARK ML11 9JS	Head Teacher	Ms K Bruce
Lanark Primary School Rhyber Avenue LANARK ML11 7HQ	Head Teacher	Mrs F Crook
New Lanark Primary School 64 New Lanark Road New Lanark LANARK ML11 9BY	Head Teacher	Ms K Bruce
Rigside Primary School Muirfoot Road Rigside LANARK ML11 9LY	Head Teacher (Acting)	Mrs A Meechan
Rigside & Rural Communities Nursery Muirfoot Rd Rigside Lanark ML11 9LP	Head Teacher	Mrs S Dobbin

Robert Owen Memorial Primary School Smyllum Road LANARK ML11 7BZ	Head Teacher	Mrs M Thomson
Underbank Primary School 154 Lanark Road Crossford CARLUKE ML8 5QQ	Head Teacher	Mrs M Millar

While St Mary's Primary School, Lanark, is not one of our associated schools, parents who wish to enrol their children in Lanark Grammar School do not require to make a placing request.

St Mary's Primary School Skye Walk Lanark ML11 7NT	Head Teacher (Acting)	Ms D Allen
---	--------------------------	------------

4. 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/downloads/file/13457/parents_as_partners_-_strategy_2019

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 a 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 and/or the Parent Teacher Association just contact the school or visit our website.

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

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

5. School Ethos

For school communities to function effectively, a commitment to an underpinning set of values by all those who are connected with it is essential. Working together with pupils, parents, staff and our wider community is deeply important to us in continuing to nurture and enhance our welcoming, hard working and community driven ethos.

Our day-to-day actions reflect the values that we hold dear, values which have meaning to us, that were created by us, and are befitting of a school in the 21st century. We pride ourselves on the commitment of our pupils, parents and staff, and acknowledge the importance of their contribution and commitment to our school community. We are dedicated to celebrating our values, enhancing our community's understanding of how they can contribute to our ethos and encourage everyone to play their part.

Education is a journey that far exceeds exam qualifications. As a community, we enjoy offering extra-curricular opportunities, unwavering support and encouragement to all. Success comes in many different shapes and forms and we are delighted to celebrate the success of all our community members. We strive to be a community that makes all our members feel safe, valued, included and supported to be the best they can be.

VALUES

Following extensive consultation with pupils, parents, staff, and our wider community, we are delighted to publicise our chosen school values. We believe our values will support our pupils as they move through school, prepare them for life beyond school and enable them to contribute positively to society as well as being confident and skilled. We are incredibly proud of and are committed to nurturing our values in all our pupils.

Achievement

All members of our community know the importance of passing exams and attaining formal qualifications. We also encourage, promote and recognise the many achievements of our school community members who get involved in a wide range of activities in and out of school. We build confidence, raise aspirations and improve motivation. We celebrate and reward the successes of our members.

Community

We work in partnership with pupils, parents, staff and our local community to support and encourage personal development, achievement and attainment. We promote collaborative working between pupils, parents and staff to support each other in learning and in developing our shared values. We, our school and community partners, ensure that opportunities for success are made available for everyone. Our community is built on friendship, loyalty, honesty and trust.

Endeavour

We aim to be the best we can be by setting ourselves aspirational targets and being determined to reach them. We encourage and support each other in our learning and development, sharing our knowledge and talents. We work hard, always giving our very best. We take responsibility for our own learning and success, asking for support and help when needed. We actively support and encourage the learning and successes of others.

Enthusiasm

We believe that every day holds endless opportunities to learn and develop ourselves as individuals and as a school community. We look on challenges as positive experiences that help us grow. We celebrate our success and see value and worth in continually improving. We are energetic, excited and prepared to give our best in every situation. We encourage each other to be positive, focussed and determined to succeed.

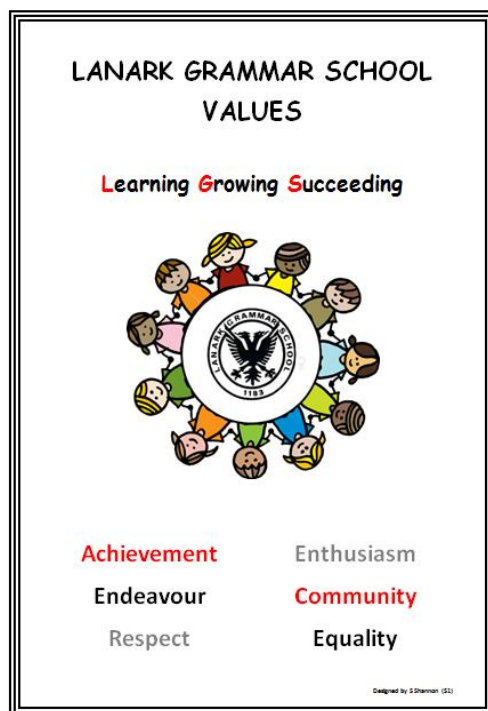
Equality

We are a school that celebrates diversity. A school in which different needs are acknowledged and catered for. Where everyone contributes to the creation of a safe environment in which to learn and work. We are a community in which all members, pupils, parents and staff, are afforded the same opportunities irrespective of difference. Recognising the rights of others, we consider them in all we do. We work in partnership with each other in a supportive and encouraging manner. We care for the welfare of everyone in our school community.

Respect

We respect ourselves by caring for ourselves, believing in ourselves and having confidence. By caring for and believing in each other, allowing the other person to be true to themselves and not thinking less of them for it, we respect each other. Looking after our school building, classrooms and resources allows everyone to have a pleasant learning and working environment. Our sense of

community is evident beyond our physical school building. Our actions in and around our community will show and encourage respect by being kind, thoughtful and valuing others and their property.



School Motto

Working with our Pupil Council we created a new school Motto befitting of our history, present and future. We agreed that the Motto should be:

- Understood by our school and wider community
- Positive
- Inspiring
- Encouraging
- Inclusive of everyone and
- Encapsulate our values (Achievement, Community, Endeavour, Enthusiasm, Equality and Respect)

As our Motto belongs to our whole community, both pupils and staff voted for their choice from possible Mottos created by the pupil council. Our Motto encapsulates every aspect of life at Lanark Grammar School.

Learning – Growing - Succeeding

Equal Opportunities and Social Justice

Lanark Grammar School aims to ensure that no pupil is disadvantaged in any aspect of school life and that there is equality of opportunity for all regardless of gender, religion, racial origin, disability and other 'protected characteristics' in line with the Equality Act, 2010. The Equal Opportunities Working Group leads the promotion of equality in all aspects of school life.

- Principal Teachers Pupil Support/ASN monitor choice of subjects at points of transition to detect any influence of gender or any other stereotyping as a factor affecting pupil choice;
- all areas of the curriculum are monitored as part of our equality duties;
- the Social Education Programme, including Careers Education, is regularly reviewed to ensure that it promotes equality of opportunity throughout its content;
- the same is true of resources and teaching approaches for all subject areas;
- monitoring, tracking and reporting are used to review any potential inequality for learners so that teachers can target and support pupils to meet their learning needs; and
- if you require further information, please contact Miss Pollock, Depute Head Teacher, or Mrs Ewing, Principal Teacher Pupil Support, who lead our developments in Equal Opportunities

Citizenship

Clearly, schools have a major focus on learning and teaching and pupils' attainment in certificate examinations. However, schools are also about developing individuals to recognise the importance of contributing effectively to our school, the wider community and society in general, and being a responsible citizen both now and in the future, and this comes through in our school values.

Young people learn most about citizenship by being active and responsible citizens. The school aims to provide opportunities for pupils to take on responsibilities and exercise choice. Through our Student Voice Committee all pupils are given a voice via their chosen representative to participate in influencing decisions made by the school management which affect their school lives. Areas of focus have been Health Promoting Schools, Eco Schools, our school motto and values, and various school policies.

Pupils are also encouraged to go out into the wider community and some help in our local primaries, and other organisations in Lanark and Clydesdale.

Sustainability

Being able to be part of raising awareness about causes which affect people in our local community and beyond was a real privilege. The experience of organising events for charity week has taught me skills that I will definitely need in later life. I also gained a lot of confidence as a result of charity week as I really felt part of a team and enjoyed working with my peers and staff. It was a brilliant experience and one of the things that I will remember forever about S6.

Jerviswood House Captain

Lanark Grammar School, in consultation with students, staff and parents/carers, continues to look at further initiatives and programmes which will make our school more sustainable and eco-friendlier.

Climate change Youth Forum

To support schools across the authority with the goal of greater sustainability. South Lanarkshire Council have created a Climate Change Youth Forum to create discussion about

sustainability and climate change amongst schools. The goal of this Forum is to promote sustainability, share practice and develop new ideas, resulting in positive actions in our schools. Our Climate Change Youth Forum members are Abigail Barrett 4W1 and Sophie Dobb 2W1, who meet regularly with other school students from across the authority to share best practice and initiatives.

COP26

Six of our S6 students, Ruby Banks, Kyle Irvine, Sarah Lang, Cameron Shaw, Lucy West and Charli Whiteford, were also involved in an exciting activity when they were given the opportunity to be part of live reporting of events in a specially created Climate Emergency Newsroom for the second week of COP26. They interviewed climate activists, politicians and key stakeholders as well as writing climate focused articles for Scottish primary schools before attending the Green Zone at the conference.

Going forward, our Youth Forum members and our S6 students that attended COP26 will be facilitating discussion within the school to look at ways in which we can become a more sustainable school, community and council.

Fundraising

At Lanark Grammar School we support many charities through whole school fundraising. Over the last few years we have made donations to both national and local charities including The Beatson Cancer Charity, Young Minds Mental Health Charity, Parkinsons UK and Dementia UK and MND Scotland. Fundraising and awareness raising of what these charities represent is an important factor in a young person's education so through various activities, including the Tinto Hill Climb, a 6k race around Strathclyde Park, a Charity Week and many sporting challenges, we create fun opportunities for all pupils, parents, extended family, teaching staff and support staff to help contribute to making a difference.

This year we raised awareness and funds for the Dogs Trust with our Charity Week in November. In one of our most enjoyable charity events to date, our school community raised almost £1000 in just one week!

youtu.be/yTU7ihpnZT8



Rights

Respecting Schools and Rights Made Real

Rights Made Real

For several years, Lanark Grammar has been working within UNICEF's Rights Respecting Schools Award framework. This supports staff to put the United Nations Convention on the Rights of the Child (CRC) in planning, policies, practice and ethos. Following consultation with staff, pupils, parents and members of the school community who formed a working group, classroom rules were replaced with a Code of Conduct which reflects our school values and motto and supports us as we embed the articles from the CRC.

South Lanarkshire Council has committed to rights-based learning for all pupils through their Making Rights Real programme. We continue to use this programme to support the social and emotional needs of pupils, embedding articles from the CRC in our teaching and learning to create an environment that champions the ethos of respect and dignity.

Celebrating Success

Celebrating the achievements of our pupils is a fundamental aspect of our work. Through recognising and celebrating the many diverse achievements of our pupils we can let them know we value their commitment and the contribution they make in creating and sustaining a positive and success-related culture.

There are two annual Prizegiving ceremonies held each session: our Senior Prizegiving for pupils in S4-S6 and our Junior Prizegiving for pupils in S1-S3. Merit and Endeavour prizes are awarded at these ceremonies. To recognise wider achievement, we award pupils in S1-S3 with Citizenship certificates to acknowledge their success in both the school and community through a Celebrating Success Assembly during the summer term.

Parent Council

Our Parent Council meets once a month, usually on the first Monday of each month at 7:00pm. The Reverend Bryan Kerr is the Parent Council Chair and can be contacted via our school office.

The main aim of our Parent Council is to ensure that our children have an effective, safe environment in which to learn, and that all pupils are enabled to reach their full potential. This requires many things including good communication between parents and school.

The Parent Council is one of the ways in which Lanark Grammar provides a link between school and parents. We strive to create a constructive environment in which to discuss whole school issues which can be brought up by the school or by the parents. The Parent Council represents the views of parents and carers and support the Head Teacher and his staff.

A warm welcome awaits those Parents or Carers who would like to join the Parent Council at their monthly meetings. You can also get in touch with the Parent Council / Reverend Kerr via the school office.

During the last period of time our Parent Council meetings have taken place through Zoom but we hope to be back to in-person meetings very soon.

6. 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 opportunities to engage 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. In a secondary school setting the broad general education (BGE) will provide them with opportunities to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century. The Senior Phase that follows on from the BGE will provide learners with the opportunity to achieve a wide range of qualifications to recognise their learning.

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 for the Broad General Education are as follows:

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

In the Senior Phase (S4-6), learners are asked to personalise their learner journey and work towards achievement of relevant and appropriate qualifications (including National Qualifications)

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.

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.
Third and Fourth	S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.
Senior Phase	Secondary 4-6 and college or other means of study.

Schools may wish to describe the specifics pertaining to their own establishment. You may also wish to add some pictures and stories of CfE in action.

Literacy, Numeracy and Health and Wellbeing are recognised as being particularly important – these are seen as being the ‘responsibility of all’ staff. Developing skills for learning, life and work is central to all learning experiences.

Our curriculum has been developed in line with the seven broad principles that schools take into consideration when planning children’s learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

We work closely with our learning community Primary Schools and other Primary Schools where our prospective S1 pupils attend to ensure there is continuity of education between primary and secondary. Significant work has taken place to link curriculum experiences, share information about young people’s latest and best achievements, and care and their welfare needs, in order to support an effective transition.

Pupils in S1 experience learning in all curriculum areas through Core English, Mathematics, Science, Modern Language (French), PSE (Personal and Social Education), RME (Religious and Moral Education) and PE (Physical Education). Social Studies are delivered by five-week rotations within the Humanities faculty across Classical Studies, Geography, History and Modern Studies. Expressive Arts are delivered through discrete teaching of Art, Music and Drama and Technologies through discrete teaching of ICT (Information and Communications Technology), Technical Education and Home Economics. Pupils learn in Tutor groups or in practical classes where appropriate and in mixed ability sections with the exception of Mathematics where young people learn according to the level of learning. Where appropriate, additional support is provided through smaller literacy intervention classes in English and Social Subjects. Throughout S1, all young people take part in a programme of wider achievement through the Junior Awards Scheme for Schools (JASS).

At the end of S1, young people choose two subjects from both Expressive Arts and Science, in addition to an on-going Core Science experience, plus a choice of one Language to enable personalisation and choice and deeper learning in these areas. Learners continue to build on prior learning in all curriculum areas to receive their entitlements within the broad general education and there is continuity in Core English, Mathematics, PSE, PE, RME and Social Studies with a continuation of the rotation. Young people continue their entitlement to Modern Foreign Language and experience tasters in a second language other than core French. In Technologies, young people experience specialised learning within Administration and Business contexts, Computing Science, Design Manufacture, Graphic Communication and Home Economics.

At the end of S2, young people will continue core experiences of English and Mathematics according to their level of learning, as well as PE, PSE, and RME. Additional learning time is provided for an enhanced focus on literacy, numeracy, Career Education and a team-based citizenship and community programme called Youth Philanthropic Initiative (YPI). Challenge, depth of learning and specialisation takes place at this stage as learners select one option from Social Studies, Expressive Arts, Scientific Studies, Language and Technologies, in addition to one Free Choice from any curriculum area. In Language, Expressive Arts and Scientific Studies learners should continue with at least one of the subject choices made in S2.

Our curriculum is planned to allow young people to consolidate prior learning and to work across the third level within curriculum areas until S2, and progress to fourth level in S3 where learners are ready to do this, supporting progress to the senior phase.

Overview of S1-3 Curriculum Model

	S1	S2	S3
Literacy & English	English 4 periods	English 4 periods	English 4 periods 1 rotational period
Numeracy & Mathematics	Mathematics 4 periods	Mathematics 4 periods	Mathematics 4 periods 1 rotational period
Health & Wellbeing	Personal & Social Education 1 period Learning to Learn 1 period Religious & Moral Education 1 period Physical Education 1 period Junior Award Scheme for Schools (JASS)	Personal & Social Education 1 period Religious & Moral Education 1 period Physical Education 1 period	Personal & Social Education 1 period Career Education 1 rotational period Religious & Moral Education 1 period Physical Education 1 period Youth & Philanthropy Initiative (YPI) 1 rotational period
Scientific Studies	Science 4 periods	Science 1 period Choice of two from: Biology Chemistry Physics 1 period each	Choice of one from: Biology Chemistry Physics 3 periods
Expressive Arts	Art 1 period Drama 1 period Music 1 period	Choice of two from: Art Drama Music 2 periods each	Choice of one from: Art Drama Music Music Technology 3 periods

	S1	S2	S3
Social Studies	Humanities Two five week rotations of each of the following: Classical Studies Geography History Modern Studies 3 periods	Humanities Two five week rotations of each of the following: Classical Studies Geography History Modern Studies 3 periods	Choice of one from: Classical Studies Geography History Modern Studies or Religious, Moral and Philosophical Studies 3 periods
Technologies	Home Economics 2 periods Technical 1 period Information Communications Technology 2 periods	Home Economics 1 period Technical 2 periods Administration & Business 2 periods Computing 1 period	Choice of one from: Administration & IT Business Computing Design Manufacture Graphic Communication Home Economics Practical Craft Skills 3 periods
Languages	French 3 periods	French 3 periods German Latin Introductory sessions	Choice of one from: French German Latin 3 periods
			Additional free choice of any one subject not already selected within: Scientific Studies Expressive Arts Social Studies Technologies Languages

			Youth Achievement 3 periods
--	--	--	--------------------------------

Our Senior Phase (S4-6) Curriculum

Young people in S4-6 are timetabled as a single cohort and organised according to course and level of qualification. Qualifications can be taken at National 3, National 4 and National 5 throughout the Senior Phase, and at Higher in S5/6 and Advanced Higher in S6. Not all subjects are available at all levels.

National 3-4 qualifications are based on units of coursework completed in school, assessed by teachers and verified by the SQA leading to the award being passed. National 5, Higher and Advanced Higher qualifications are based on course assessment components (an assignment, a case study, a practical activity, a performance, a portfolio, a project or a test) and a final examination assessed externally by the SQA. These courses are graded A-C (pass) and D (course completed).

The National Parent Forum of Scotland has produced a series of documents called 'Nationals in a Nutshell' which summarise the key aspect of each course. These can be accessed via the following hyperlink:

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

Increasingly, National Progression Awards (NPAs) can be accredited to recognise learners' achievements. These are offered at Level 5 and Level 6, which are equivalent to National 5 and Higher, where the assessments are unit-based and there is no final exam. In these cases attainment within an NPA rather than a National Qualification would be dependent on progress throughout the school session.

Young people receive two periods of Physical Education and Personal & Social Education is delivered through assemblies, short programmes, presentations and workshop activities. Extended Time for Reflection assemblies continue a focus on Religious and Moral Education.

From Session 2019-2020, all S5/6 students will undertake the SQA Leadership Award at National 5 or Higher, based on performance. This enables young people to build a broad base of personal development, teamworking, organisational and theoretical knowledge, understanding, skills and abilities as well as gaining an additional qualification. This provision is made through a ten week extraction from Core PE, with the theoretical element covered in S5 and practical project in S6.

Many of our pupils with Additional Support Needs will undertake SQA Units and Courses but often augment such qualifications with additional certification through ASDAN and through wider learning experiences.

You can find out more about the new qualifications and how they compare with existing qualifications at www.sqa.org.uk/scqf

Advanced Higher

This is the highest level of course attainment available in secondary schools. Courses at this level are normally undertaken by pupils who have obtained a Higher Grade pass at A in that subject.

Not all Higher Courses can be carried to Advanced Higher in S6 but we shall continue to do all that we can to ensure continuity of course study.

Required number of Courses

- In S4, young people take **six courses** at National 3, National 4 or National 5. Each course will be taught for **five periods** each.
- In S5 and S6, where young people take one or more Higher qualifications, these will be taught for **six periods** with young people taking **five courses**. Young people not taking Higher courses should take six courses.
- In S6, where young people take Advanced Higher qualifications, these are taught for **four periods** per week and young people must take **a minimum of five courses**, unless three are at Advanced Higher in which case four courses would be required.
- Enhancement courses leading towards qualifications for pupils in S6 are normally **four periods** per week.
- Depending on the options chosen, where young people in S5/6 are not timetabled to classes, they will be allocated supervised study time to support their learning and attainment.

Partnership Courses

Partnership programmes are delivered through New College Lanarkshire in selected courses for young people in S4 and young people follow these courses by attendance for one day per week. These courses are additional to the six courses studied in school and young people are offered tailored support to manage the balance between the school and college contexts.

Though uptake is at an early stage, Foundation Apprenticeships can be taken over two years starting in S5, leading to a Higher-level qualification by the end of S6 involving two half-days out of school and replacing a school-based option. The experience would comprise of learning in a further education establishment and workplace learning in the chosen field.

Further information on partnership courses can be found through within the South Lanarkshire Council [‘My Brighter Future’ brochure](#):

Young people across the senior phase can undertake a range of qualifications within the following curriculum areas:

English	Mathematics	Health & Wellbeing	Scientific Studies
English	Applications of Mathematics	Dance	Biology
Media	Mathematics	Health & Food Technology	Chemistry
		Hospitality: Practical Cookery	Human Biology
		Physical Education	Physics
Expressive Arts	Humanities	Technologies	Languages & RME
Art	Classical Studies	Accounting	French
Drama	Geography	Administration & IT	German
Music	History	Business Management	Latin
Music Technology	Modern Studies	Computing Science	Religious, Moral & Philosophical Studies
Photography	Scottish Studies	Design Manufacture	
		Graphic Communication	
		Practical Metalworking	
		Practical Woodworking	
New College Lanarkshire (S4)	Foundation Apprenticeship (S5)	Enhancement Courses (S6)	School Involvement (S6)
Beauty	Engineering	Cybersecurity	Paired Reading Programme
Early Education & Childcare	Early Education & Childcare	Events	Classroom Assistant
Construction Crafts	Information Systems	Laboratory Science	Mentoring Violence Prevention
Engineering Skills	Business and Finance	PC Passport	Digital Learning Ambassador
Uniformed & Emergency Services		Personal Finance	
		Travel & Tourism	

	Accountancy	Saltire Award	Wellbeing buddy
		Sports Leaders	Pupil Leadership Team / Captains
		Young Enterprise	

Option Choice

An individual summary of achievement within Curriculum for Excellence levels at the end of the Broad General Education, with a recommended level of study for commencing the Senior Phase is provided at this point to help guide the discussion around selecting subjects. This information is used in a number of ways to enable progress from prior learning to future study.

In order to ensure that the parents of pupils entering or moving through the Senior Phase are fully aware of the processes for Option Choices, we shall publish a Parents' Option Choice Information Booklet in January 2022 outlining our processes and support for pupils at these important transition points.

S3 pupils will be working in Social Education with their Principal Teacher Pupil Support/Additional Support Needs to look at potential courses of study and what the content of these courses will be and will have an individual interview to discuss and refine their options. Pupils in S4 and S5 will continue to have individual interviews with their Principal Teacher Pupil Support/Additional Support Needs to do likewise.

Pupils will select courses with a direct link to their intended post- school destinations for example, employment, training, Further or Higher Education. In making course choices it has always been our advice that pupils should consider taking courses where their previous attainment has been positive and where they have experienced success. It is also important that pupils enjoy the focus of course content and are motivated to study specific contexts. At times, pupils can be influenced by the course choices which their friends may be making or because they may like, or dislike, a particular teacher. We would not consider these to be appropriate reasons for making course choices.

For pupils making the transition from S2 to S3, a support booklet 'A guide to learner pathways and subject choice in S3 and beyond' is also produced.

Developing the Young Workforce / Future Pathways

The importance of linking learning to the work of work is highlighted in Curriculum for Excellence and more and more young people are experiencing a curriculum through which they learn about the work and job possibilities which makes clear the strengths and skills needed to take advantage of the opportunities of the workplace. Along with this pupils are developing career management skills which are all about understanding themselves and the world around them, to take control of their career. All our subject departments have now established links with employers and outside agencies to support pupil career journeys. An increased number of pupils engaged in the Foundation Apprenticeship scheme as well as going into employment, college or university and we have also continued to strengthen our links with colleges and universities to support our young people.

My World of Work website - Help for Parents

When it comes to making career decisions, parents are one of the first people your child will turn to for help. We would encourage you to use My World of Work with your child, to help spark ideas for their career and explore the routes they might like to take. This web-based resource will help you feel confident in supporting your child to make important decisions. In addition, SDS has developed a new site, My Kid's Career, which offers expert advice to help parents and carers support their child make decisions.

My World of Work and My Kid's Career can help you understand a number of challenges that your child might be facing at school. Some of these will include subject choices, finding the right career and preparing to leave school.

- Subject choices are an important decision for your child. They have an impact on what courses they can study at college or university. They can also affect what careers are open to them when they leave school. Sometime between January and March, your child will pick subjects in S3-5 in preparation for their National Qualifications. But it's a good idea to start thinking about them earlier, to help support your child in the best way possible.
- Finding the right career is difficult for many young people. My World of Work is designed to make it easy for your child to explore, and find out more about, careers that might suit them. It helps them to build career management skills, so that they can make the best decisions about what's right for them.
- Leaving school – what next? Getting ready to leave school can be a tricky time. There are lots of options open to your child; but what will work best for them? As a parent, it helps to understand what those options are, so that you can support them in their decision. My World of Work has developed a guide for parents, along with information about Modern Apprenticeships, and preparing for the many different transitions.

In the school students have access to a Skills Development Scotland (SDS) Careers Advisor, Ms Jennifer Miller. Our Careers Advisors deliver Career information, advice and guidance to enable pupils from S1-S6 to develop their Career Management Skills and support them in choosing the best pathway for them as individuals.

Useful Websites

<https://www.education.gov.scot/scottish-education-system/Broadgeneraleducation>

<https://www.education.gov.scot/scottish-education-system/senior-phase-and-beyond>

<https://education.gov.scot/parentzone/learning-in-scotland>

<https://www.npfs.org.uk/nationals-in-a-nutshell/>

<https://www.myworldofwork.co.uk>

[My World of Work for Parents/Carers](#)

www.ucas.co.uk

www.planitplus.net

Pupils with Severe and Profound Additional Support Needs – Fully Supported Provision

Pupils within our Fully Supported provision are taught in composite classrooms. Pupils experience the Broad General Education and Senior Phase in a similar way to their wider school peers and have a breadth of subjects from each of the 8 curricular areas. Both the class teacher and subject specialists work together to deliver the curriculum to our pupils.

Pupils within the provision have the opportunity to access the Experiences and Outcomes from Early Level up to the Third curriculum level. Pupils within the Fully Supported provision will, at times, require the Experiences and Outcomes to be broken up into smaller, easier to measure sections.

Pupils will have an element of choice and personalisation in their curriculum from S1 through to S6. As well as school-based coursework, pupils across the department access the local community to

supplement their learning. In this environment pupils are exposed to real life situations that enhance lifeskills, build confidence and promote independence.

In our Senior Phase, pupils aim to attain a range of National Qualifications as well as ASDAN certification. Pupils will have a one-day a week college placement during S5 and S6 that can lead on to a two-year college course. They are also given the opportunity to access a wide range of vocational activities available in the local community. The introduction of the vast array of National 1 and 2 qualifications has allowed us to further recognise the attainment of our young people. By fitting these around the learning and experiences of our young people are able to celebrate their achievements at a certified level.

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

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.

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. 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. Any parent who wishes to exercise this right should communicate with the appropriate Principal Teacher Pupil Support/ Additional Support Needs.

Where a child is withdrawn from religious observance, schools 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.

Our School Community

We continually endeavour to build on our strong links with our school community. Our Chaplaincy Team the Reverend Bryan Kerr and Reverend Louise Mackay offer excellent support to the school through both formal activities such as assemblies and Church Services and through more informal aspects of care and welfare and involvement in the life of the school.

Religious and Moral Education

All S1 to S3 pupils have one period per week of Religious and Moral Education. The aims of our programme are based on South Lanarkshire Council policies, i.e. to encourage pupils to recognise religion as an important expression of human experience, to reflect on religious traditions within our community and beyond, to be aware of the consequences of religious commitment and to come to their own understanding of the meaning, value and purpose of life.

Pupils explore the whole area of rights and responsibilities, looking at real life case studies (religious and non-religious) and examining the areas where the rights of different individuals or groups overlap and what decision a society comes to in such circumstances. They also look at the responsibility everyone has in ensuring that the rights of others are respected.

Pupils have the opportunity to discuss and develop their own views on why evil and suffering exist in the world and who, if anyone, can be held responsible for it. Pupils look at religious and non-religious

responses to this issue and through a range of activities, again related to real life case studies, develop their own thinking on these questions.

Our Chaplaincy Team contribute to our programme of Year Group and House Assemblies. These assemblies are very important features of school life and support significantly our promotion of an ethos of caring and responsibility and give pupils the opportunity to reflect on important issues in relation to their lives and the lives of others.

Our end-of-term services at Christmas and Easter are held in St Nicholas Church and involve a high degree of pupil participation.

The Chaplains are also available for pupils and staff to meet with and discuss any issues which may exist.

We value very highly the role our School Chaplains play in the life of the school and the support they offer to the school as a whole and to pupils on an individual basis.

Nurture

Nurture groups are a proven intervention for emotionally vulnerable children and young people. Children's needs are complex and varied but experiences within a nurturing environment greatly enhances the transition from Primary to Secondary School for our most vulnerable pupils. The aim of our Nurture Group in Lanark Grammar is to enable the pupils involved to experience a range of activities which will support them in their first year in Secondary School.

The selection of pupils for our Nurture Group is decided in consultation with Primary Head Teachers, Primary 7 teachers, our Educational Psychologist who had worked with pupils in Primary School, parents of pupils selected and the pupils themselves. This selection process is led by Mr Munogee and Mrs Wilson, Depute Head Teachers. Mr Munogee and Mrs Wilson liaise with the aforementioned professionals as well as our Pupil Support team before selecting pupils for the group. Mrs Wendy Robertson and Mrs Cullen support our pupils in the Nurture Group.

In the Additional Support Needs Provision, this is led by Mrs Brown, and a weekly group meets with their Pupil Support Teacher to provide a meaningful and balanced start to their day.

The context for the pupils involved is very supportive and through building positive relationships with the adults involved they gain:

- trust and security;
- awareness of their own feelings and those of others;
- visual and kinaesthetic awareness of themselves;
- awareness of the sensory qualities of things about them and their relationships; and
- communication and language skills

Key members of staff have delivered presentations to staff to enable them to have a clearer understanding of the purpose of Nurture and how children can benefit from being part of this group. Mrs Robertson and Mrs Cullen have received Nurture training which has allowed them to develop a meaningful programme of work for the pupils. It provides a range of domestic and personal activities including breakfast early in the day as well as activities that lead into and overlap with the appropriate age-related curriculum. The response from the pupils involved has been excellent and by the end of S1 all pupils will be fully reintegrated into their S1 classes.

Staff, parents and pupils have already given positive feedback about this initiative. The good practice established in previous sessions will be built on for future sessions.

7. Assessment and tracking progress

Throughout planned learning and teaching, pupils' progress is assessed by their teachers on a wide range of evidence, including what they do, say, write and make. Ongoing judgements are made in the classroom to help young people set targets that are focussed on specific skills required of tasks and activities, so that they can recognise areas where they have done well and understand how to improve. Feedback is given on an ongoing basis, both orally and in writing, to outline strengths and next steps at each stage by the teacher, in self-evaluation by the pupil themselves and by their peers.

Evidence of classroom formative assessment like this could include work in jotters, group and class discussion, and practice activities to prepare for assessment. At key stages throughout the session, summative assessment will take place, involving a significant aspect of learning; this could include an extended piece of writing, an end of topic test, a presentation or a performance. For courses where there is a qualification, this will be a piece of work that requires to be passed for internal assessment of a unit of the course, or to submit for external assessment.

Class teachers record the progress of learners throughout the session and Principal Teachers of Learning and Teaching have responsibility for quality assurance, tracking learner progress through at least three significant aspects of learning in the session at a departmental level. Staff confirm their professional judgements of pupil progress by moderating a sample of evidence of learning within subject areas as a routine to ensure assessments are valid and judgements are reliable. This informs a view of pupil progress that at key stages is reported to parents on tracking and full reports.

Learning & Teaching

Our Learning and Teaching framework sets out our aspiration for young people to be equipped with the knowledge, skills, attributes and capacities to be successful in their learning and in life, to develop:



Communication by being able to read, write, talk and listen effectively in different contexts, for different audiences and purposes, communicating main ideas and supporting details, using language for effect, and using digital literacy skills;



Collaboration to learn effectively in groups by contributing, supporting and influencing the decision-making, taking different roles and responsibilities and showing initiative and leadership;



Citizenship by participating actively and responsibly in the class, school and wider community, developing personal values and ethical, informed views, as well as finding solutions to real world problems;



Creative thinking where learners are imaginative and open to new ways of thinking and new ideas, looking for alternatives, demonstrating divergent thinking, asking questions, being enterprising, innovating and coming up with novel solutions;



Critical thinking and higher order skills including knowledge and understanding to describe, explain, summarise, synthesise and translate information; they can analyse, explore relationships, compare and contrast and recognise trends; learners evaluate, make judgements and propose solutions; and



Character with high regard for their own physical, mental and emotional wellbeing; they demonstrate honesty, integrity and self-respect, valuing others; learners are hardworking, determined, resilient, adaptable, and resourceful in reaching goals.

Digital literacy skills are a key feature of our learning and teaching approach. All young people have access to **Glow** accounts, where they can access the Google Classroom and other resources, including applications for word processing, spreadsheets, and school email. This is accessible with their usernames and passwords at:

<https://sts.platform.rmunity.com/account/signin/glow>

Digital Learning Charter

Our aim is to enhance learning and teaching through the use of digital technology in school and at home so that everyone can:

- Access and use online classroom resources for revision and study;
- Use tools to help make it easier to access text and information;
- Be confident in using different media and applications for different purposes;
- Complete homework, assignments and projects online;
- Use self-marking exercises and quizzes online;
- Send and receive work to provide and respond to feedback;
- Create and contribute to online discussions; and
- Show safe, responsible and respectful behaviours online.

8. Reporting

We will report to parents regularly so that you can see what your child is doing and how they are progressing. Part of this reporting process will include parents' meetings which offer you the opportunity to discuss how your child's 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 have a discussion about your child's education.

Reporting will help you to get to know more about the curriculum which each young person follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

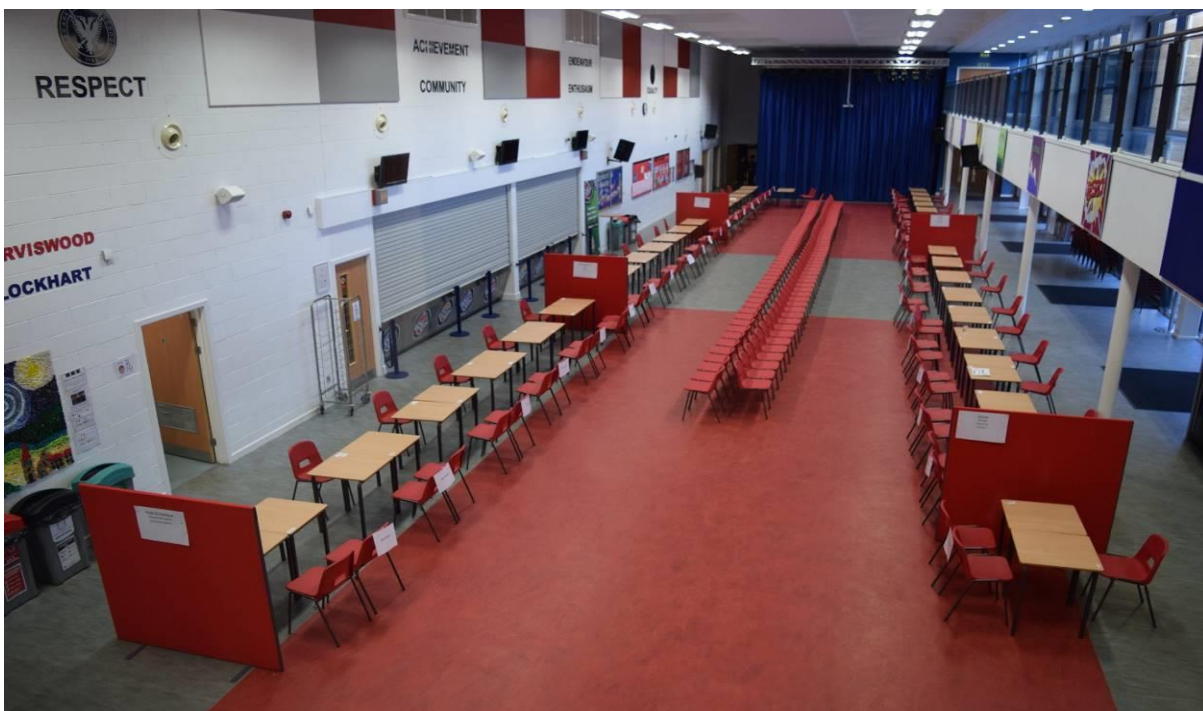
We welcome any comments or additional information from parents to help us provide the best possible education for your child.

As an establishment we are committed to excellence in reporting, tracking and monitoring and this process is underpinned by high quality learning and teaching and effective assessment and moderation practices.

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.



The 'street': set up for Parents' Evening

At key points throughout the session a tracking report will be issued, summarising Behaviour, Effort and Homework. The S1-3 report also includes tracking on pupils' individual progress as well as information how they are developing their skills and knowledge. Pupils in S4-6 will receive a report which includes ratings on their Behaviour, Effort and Homework as well as comment on their progress and next steps. There will be additional information for S4-6 pupils about expected attainment in qualification courses, shown as the Working Grade that a pupil would be expected to achieve if they continued to work as they are at present, and a negotiated Next Target Grade, which is an aspirational but realistic goal for the learner to achieve in the next period of teaching.

One full report will be issued each session for pupils in S1-3, giving detailed comments about your child's engagement in each aspect of learning, highlighting achievements, strengths and next steps, so that you know what encouragement and support you can give. Furthermore, at the point of transition between the broad general education and the senior phase, additional information will be shared summarising achievement at the end of S3 and recommending levels of study in S4.

Within our senior phase pupils receive two Tracking and Comment reports throughout the year. These reports contain concise comments that give information on current levels of attainment, predicted progress levels and advice on how to move forward.

Parental Reports	Type	Issue
S1-3	Tracking (1)	23/09/2021
S4-6	Tracking (1)	08/10/2021
S4-6	Tracking & Comment (1)	19/11/2021
S3	Full Report	04/02/2022
S4-6	Tracking & Comment (1)	25/02/2022
S1/2	Tracking (2)	18/03/2022
S2	Full Report	13/05/2022
S1	Full Report	03/06/2022
S3	Tracking and Data Capture	04/06/2022

Homework

Lanark Grammar School recognises the essential role homework has to play in pupils' education. Increasingly homework will be provided through digital learning, such as Google Classroom.

It is an integral part of the curriculum and pupils are encouraged to adopt a positive attitude to homework.

While variations will be found between and within departments in its frequency and nature, homework offers opportunities for:

- reinforcement and review of class work;
- development of study skills and self-discipline;
- promotion of independent study;
- supporting areas of need;
- developing strengths;
- strengthening the liaison between home and school; and
- preparing pupils for the work pattern of further study beyond school and throughout life

The length of time spent on homework will vary according to year group and the course being studied. The type of homework given will range from written work, reading, research and study, to discussions

with family members and project work. It is not always appropriate for homework to be a written exercise.

Parents can be of tremendous help by:

- providing the atmosphere and context necessary for good study;
- checking your daughter's/son's homework, especially when asked to do so by a member of staff; and
- contacting the school if you think your daughter/son is not getting enough homework.

Parents have the facility to provide an email address via the School Office to enable them to receive email communication and notifications about the learning of their child or young person through Google for Education Guardian Email.

9. 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 support P7 children before they move on to secondary school.

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 edsuppserv.helpline@southlanarkshire.gov.uk or 0303 123 1023.

Primary – Secondary Liaison

One of the main aims of the transition process is to get to know each individual Primary 7 pupil by gathering information which will help support the pupil when they come to Lanark Grammar School in August. To do this we engage with the key personnel in the pupil's life: parents, P7 teacher, Primary Head Teacher, and Additional Support Needs staff. It is about building relationships which will help raise awareness and reduce pupils' and parents' potential concerns.

A full programme of Primary/Secondary liaison runs throughout the year and regular meetings are held between our own teachers and those of our associated primaries. In the second term, members of the Senior Management Team, the Pupil Support Team and Additional Support Needs Staff visit all primary schools to meet with the P7 pupils and to discuss the needs of individual pupils with our primary colleagues.

There is a two day visit to the school in June for all incoming S1 pupils, where they meet and work with the pupils in their new S1 class and, through following their S1 timetable, meet their new teachers. They will also meet their Principal Teacher Pupil Support and Additional Support Needs staff, who will support them in all aspects of their education throughout their time at school.

Our transition programme also includes other activities to enhance the transition for P7 pupils: The Enterprise Challenge involves P7 pupils from our associated primary schools working together on enterprising Mathematics and Science activities and an Inter-Primary Schools Spelling Bee where teams of top spellers compete for the title. Pupils can also opt to attend a Multi Sports After-School Club for four weeks in May. We will launch our '[Transition Mission](#)' again this year which will provide a mission with a learning detective themed programme of lessons delivered virtually to all of our primary schools.

We took part in lots of transition activities throughout P7 but my favourite was the Spelling Bee where we were competing against all the other primary schools who come to the Grammar. I learnt loads of new words preparing for this event and it also really helped me with my writing at school. Coming up to the Grammar was a really big change for me but we had S6 buddies to help us find our way around the school for the first few days.

S1 Pupil

For pupils with additional support needs, there are further transition visits to allow pupils to get to know one another prior to starting in August. This enhanced programme is in recognition of the fact that pupils with ASN come from a wide range of primary schools and will benefit from enhanced support in making this significant change.

Joint working is continuing to take place with our associated primaries to enhance curriculum provision at transition through the ongoing implementation of Curriculum for Excellence (CfE). This focus includes an emphasis at transition in Literacy, Numeracy, Modern Languages and Science (with other areas to come on board at a later date).

We hope that all of the above activities help us to gain an understanding of individual pupils, their curricular experiences and individual progress and, therefore how best to meet their needs.

I really enjoyed the two day visit because we got to find out what tutor class we were in and meet some of our new teachers. The visit also made us much more confident for starting in August.

S1 Pupil

10. 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)

Lanark Grammar School meets the needs of pupils with a wide range of Additional Support Needs. While there has always been a strong commitment to and provision for meeting recognised Additional Support Needs within the school, the range of pupils' needs has increased over the last few years and our promoted post structure, staffing levels and staff expertise have changed to plan for and respond to our developing provision. The school's specialist provision serves to manage the needs of a wide range of learners. Within the ASN faculty we have three provisions in addition to the Support for Learning department which supports our wider school pupils.

The Autistic Spectrum Condition provision supports pupils with ASC who are able to access the wider school curriculum. Pupils here follow the same timetable as their wider school peers but have a range of supports to allow them to do so. These supports include specialist staff in class and life skills classes. We also have learning classrooms for S1 - S4 pupils who have a diagnosis of ASC and need that smaller classroom environment. These pupils are academically able to follow the same curriculum as their wider school peers but require the smaller environment as they struggle with the large numbers in wider school classes and the movement across the school.

The Enhanced Support provision supports pupils with a range of conditions who benefit from being taught in smaller classes. These classes often have an assigned member of Support staff and pupils will follow a similar curriculum to their wider school peers but at a slower pace. This is maintained until young people reach S4, at this point they are integrated into a wider school context.

The Fully Supported provision supports pupils with Severe and/or Profound conditions. Pupils are taught in very small classes with a high ratio of staff. Pupils still access a similar curriculum to that of their wider school peers. Specialist teachers will deliver the curriculum using a range of strategies that ensure pupils have the same opportunities and entitlements as others within the school.

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: 0845 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

The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 set out an integrated approach to the delivery of services and support for young people. There is a wide range of factors which may give rise to additional support needs. Such factors fall largely into the following four categories:

- learning environment;
- family circumstances;
- disability or health need; and
- social and emotional factors

It is important to recognise that a young person may have additional support needs arising from one, a combination, or indeed all of the above factors. Likewise, additional support needs can be prolonged or enduring or indeed short lived. Notably, pupils who are particularly able or talented also fall into the category of having identified additional support needs. Indeed, almost all learners may require some additional support at some point in the school career. The school actively plans to meet the wide range of needs learners have. The two main plans which exist to support this are:

- Additional Support Plan (ASP). This plan now includes individual targets alongside the inclusion of a designated section for pupils who are “looked after away from home”. The ASP will detail the factors giving rise to additional support needs as well as detailing the young person’s strengths and targets/ development needs.
- Co-ordinated Support Plan (CSP). Where a CSP is required, it will have been recognised that the young person will require support from services outwith Education. The premise for opening a CSP is that interventions/support are/is significant enough to require co-ordination. The CSP is a statutory document which is subject to regular

monitoring and review. Currently, we have seven young people within the school who have a CSP.

Inclusion is at the heart of Scottish education and is central to ensuring that all young people are provided with every opportunity to achieve their full potential. Whilst Inclusion has always featured as a key aspect of comprehensive education, recent legislation aims to ensure that each local education authority and individual school has a responsibility for meeting the individual needs of each individual pupil. The emphasis is therefore firmly centred on meeting individual needs.

It is important to recognise that Additional Support Needs legislation does not sit in isolation within Scottish education. It is interlinked with other prominent policies and developments such as the implementation of Curriculum for Excellence and the Getting it Right for Every Child (GIRFEC) agenda.

Should you have any concerns or queries relating to any aspect of Inclusion in general, or to the needs of your daughter/son in particular, staff working in this area will be glad to offer you any assistance.

Supporting young people's learning across the school is the shared responsibility of all staff, however there are specific designated staff who have a lead role in taking forward Inclusion and in supporting staff, teaching and non-teaching, to ensure that all pupils are supported in accessing an appropriate curriculum and in meeting the wide range of pupils' needs across the school.

Current specialist provision is led and managed by a Depute Head Teacher (Mrs J Brown), alongside an allocation of three Principal Teachers (Mrs A Miller/Ms G Williams, Mrs K Bennett/Mrs C McCallion and Mrs L Gordon). This staffing allocation is further complemented by the addition of another Principal Teacher (ASN), who has responsibility for Support for Learning - Mrs P Kerr fulfils this role.

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.

I find these (review) meetings very helpful. I like hearing about all the positive comments made about me. I also like being a part of my own meeting and giving my thoughts. I also get to ask any questions and I get to find out about the support I can get from various people. I would say to all young people that it is a really positive thing to do.

S6 Student – Review Process

Pupil Support Structure

Within the school, Lanark Grammar School's model is based on a vertical House system, with pupils being assigned to one Principal Teacher Pupil Support who has responsibility for a House, and remaining with them throughout their time in school. Within our Specialist Support provision, support is provided for pupils through Principal Teachers of Additional Support Needs. Principal Teachers Pupil Support and Principal Teachers of Additional Support Needs give personal, pastoral and academic support to pupils, as well as monitoring progress, attendance, achievements and commitment to the positive life of the school.

Previously the commonly held view was that supporting pupils through secondary education fell to the Pupil Support teacher. *Education Scotland Supporting Learners – Self Reflection Resource* document

makes it clear that all practitioners have a key role to play in delivering this entitlement. This document focuses on the following 10 key themes:

- Universal Support
- Targeted Support
- Ethos, Climate & Relationships
- Inclusion & Equality
- Role of the Key Adult
- Review of Learning & Planning Next Steps
- Meeting Learning Needs
- Achievement
- Planning for choices & Change
- Partnerships

It is important that we are all aware that this view and practice has now shifted to incorporate all practitioners when supporting young people. In Lanark Grammar School, the Principal Teacher Pupil Support/Additional Support Needs will serve as the key adult of the pupils in her/his caseload.

There are six House Groups: Braxfield; Clyde; Hyndford; Jerviswood; Lockhart; and Wallace. Mr N Munogee, Depute Head Teacher, has responsibility for Pupil Support.

Our Pupil Support team is organised as follows.

House Group	Teacher	Post
Braxfield	Ms L Plenderleith	PT Pupil Support
Clyde	Mr A Campbell	PT Pupil Support
Hyndford	Mr J Thompson	PT Pupil Support
Jerviswood	Mr C Goldie	PT Pupil Support
Lockhart	Mrs A Ewing	PT Pupil Support
Wallace	Mrs A Humphries	PT Pupil Support
Additional Support Needs		
	Mrs K Bennett	PT ASN
	Mrs L Gordon	PT ASN
	Mrs G McCallion	PT ASN
	Mrs A Miller	PT ASN
	Ms G Williams	PT ASN
	Mrs P Kerr	PT Support for Learning

Partnership with parents is a key aim of our Pupil Support Team and they both encourage and welcome communication from parents about their child/children. Parents who wish to discuss their child's general progress or welfare are encouraged to seek a meeting with the appropriate Principal Teacher Pupil Support or Principal Teacher of Additional Support Needs. This can be arranged through telephoning the school to arrange a suitable time.

Principal Teachers Pupil Support and Principal Teachers of Additional Support Needs can arrange support from many agencies supporting the needs of pupils. External agencies include Youth, Family and Community Learning, Educational Psychologist, Social Work, Police Community Involvement Branch, Clydesdale Area Base, Counselling Services and Universal Connections.

I feel that my Pupil Support Teacher is always there to support me in personal and curricular issues. I feel that my Pupil Support Teacher knows me very well and has a clear understanding of my needs both in my personal life and in school.

My Pupil Support Teacher has worked closely with me at important stages in my life eg option choices and my university application. This help has been invaluable to me. My Pupil Support Teacher has seen me grow as a person and has always been there to offer advice and support.

Social Education (SE)

- Our Principal Teachers Pupil Support and Additional Support Needs teachers are responsible for the SE programme and work as a team to develop and deliver SE to the pupils in their care.
- Within our Additional Support Needs provision, SE is delivered from S1 - S6 in set period allocations. Within our wider school provision, in S1 - S3 SE is delivered through a one period per week allocation of time. In or Senior Phase, SE is delivered through enhancement events which are held throughout the session. Such arrangements reflect the diverse needs of our pupils.

An outline of the SE programme is given below:

S1

- Induction, Citizenship, Anti-Bullying (CEOP), Safety, Course Choosing, Drugs Education, Target Setting, Lessons for Living, Assertiveness, Sexual Relationships, Mental Health, Equal Opportunities, Careers Education, Resilience

S2

- Drug and Anti-smoking Education, Mental Health, Sexual Health and Relationships Education, Careers, Course Choosing, Target Setting, Personal Safety (CEOP), Anti-racism, Your Bus and the Community, Citizenship and Dealing with Feelings, Finance Education, Resilience

S3

- Equal Opportunities, Anti-racism, Drug Education, Sexual Health and Relationships Education, Family Relationships, Anti-Bullying, Disability, Mental Health and Revision and Exam Techniques, Knife Crime, Finance Education, Preparation for Work Experience, Option Choice, Resilience, Careers Education

S4, S5 and S6

This is organised through extracting pupils from normal classes at specific points in the session. This is done to maximise the impact of SE and target activities appropriately. The programme focuses on transition beyond school and careers, health, citizenship, finance education, personal safety etc.

In S4, S5 and S6 we have introduced a 'themed' lesson where the work is developed by a member of the Pupil Support team and the lesson is delivered by classroom teachers. This way of working has

been very positive for both teachers and pupils and we will continue to develop SE lessons in this manner.

School Involvement

School Involvement is the name given to a varied, wide-ranging set of activities which are open to Upper School students. The main value of becoming involved in such activities is to broaden the student's educational experience and develop their interpersonal skills. This involvement will in turn raise the quality of their Curriculum Vitae, Personal Statement and application form when they are applying for a job, and their UCAS form if they are considering going to college or university. Involvement in these activities also enables others to benefit from the experience our seniors have gained throughout their time at Lanark Grammar School. The activities offered as part of the programme range from assisting in junior school classes to becoming a school publicity manager.

As our relationships with the widening community continue to strengthen and grow, there are opportunities for senior students to work with a range of partners, businesses and organisations across the area. Students can also volunteer to attend a placement at a local primary school which will allow them to develop skills in the learning and teaching of younger children.

In accrediting School Involvement activities, the school recognises the commitment, enthusiasm, initiative, creativity and leadership skills of the students who participate in the programme. Two types of accreditation certificates are available. Students who complete at least 20 hours of contact time in a School Involvement activity will be awarded with a Lanark Grammar Certificate. This Certificate acts as a guarantee of the recipient's high level of personal effectiveness, commitment, initiative, communication skills and leadership skills. Completion of more than 50 hours service allows students to achieve a Saltire Award.

The school involvement programme is a valuable experience which Lanark Grammar provides for S6 pupils, opening up a variety of new and exciting opportunities to help us develop as young adults and also enables us to achieve a Saltire Award, which is a nationally recognized award. As part of the School Involvement Programme, I have been given the opportunity to be a paired reader, where I have one-to-one reading sessions with younger pupils who have difficulties reading. This experience is invaluable and the tangible results provide me with a sense of achievement knowing that I am supporting pupils in such a crucial aspect of their learning.

S6 Student

Saltire Awards are the new Scottish awards designed to formally recognise the commitment and contribution of youth volunteering. Supported by the Scottish Government, the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements in school or the local community. The Awards are split in to four sections - The Challenge, The Approach, The Ascent and The Summit and achievement is recognised in the form of Saltire Award certificates. Upper School students follow the The Ascent Award scheme. This particular award is for those ready to make a sustained commitment to volunteering with certificates being presented on completion of 50, 100, 200 and 500 hours. Participants are expected to identify learning outcomes and skills development they want to achieve through volunteering and are encouraged to use the Saltire School Involvement Diary to record and evaluate success. The opportunities for Upper School students to broaden their knowledge are endless and present them with meaningful experiences which will provide them with invaluable skills to support their transitions beyond school.



Student Voice

Student Voice is about giving pupils the opportunity to contribute positively to the school and the wider community. The Student Voice Collective, through working as a team and consulting with others, can discuss relevant issues and come up with ideas to improve certain aspects of the school. For example, the collective, are consulted annually on the School Improvement Plan and about school policies, and have been involved in making real changes within the school.

The Student Voice Collective, aims to improve communication between pupils, teachers and the Parent Council. This means the school can develop into a community where pupils, teachers and parents are working in partnership towards shared goals. Pupils involved benefit from developing communication and team building skills.

The Student Voice Collective gives Lanark Grammar pupils the opportunity to have a voice on their views on various aspects of the school life, both to do with social and curricular matters. It also provides for the pupils involved the experience of representing their fellow pupils and debating their opinion on such matters as fundraising initiatives and school policies. Student Voice, for example, played an important role in contributing to the creation of the school motto and values. Ties with other groups are valued, such as the Parent Council, who are keen to know young peoples' opinions on many issues within the school community. Being a member of the Student Voice Collective develops communication skills, teambuilding skills and self-confidence in the pupils involved.

All year groups of the school, from S1 to S6, are represented on the Student Voice Collective. It is an opportunity for them to be active in addressing issues which affect other pupils, the school community and the local community.

Extra-curricular activities

We attach a high priority to extra-curricular activities as a means of continuing pupils' education and enriching the experience of pupils and teachers by bringing them together in an informal setting thus enabling them to pursue their interests together.

A significant number of teachers are involved in activities at lunchtime, after school and at weekends. At Lanark Grammar we pride ourselves on the number of extra-curricular activities that we offer. From Pokemon Club to Dodgeball, there is something for everyone to enjoy.

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.

11. School improvement

This session due to the impact of lockdown last session and the continuing COVID-19 context, in line with authority recovery planning, we are placing a significant emphasis on the following three key Improvement priorities:

Priority 1: Health and Wellbeing of Pupils and Staff

Priority 2: Continuity of Learning

Priority 3: Equity

Our Standards and Quality Report for session 2020-2021 can be accessed [here](#) – it contains information on the impact of our improvement plan during last session, notable achievements and information on additional funding. It exemplifies the required major focus of our school's work to support continuity of learning, especially during the period of school closure. During this period senior staff ensured that all young people had access to digital devices and connectivity to ensure continuity in their learning. In addition, to support effective remote teaching and learning, all staff had undergone a programme of professional learning at the start of session to develop individual skills and ensure, as best we could, a consistent experience for learners.

The National Improvement Framework for Scottish Education was published by the Scottish Government in January 2016 and sets out the Scottish Government's vision and priorities for children's progress in learning. The Framework is focussed on the work to continually improve Scottish education and close the attainment gap, delivering both 'excellence and equity'.

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The National Improvement Framework aims to align collective improvement activities, across all partners in the education system, to address the following key priorities:

- improvement in attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged children;
- improvement in children and young people's health and wellbeing; and
- improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Whole-school Improvement Plan for session 2021-2022 is based on this national vision and the associated Council, Learning Community and school priorities. It is the outcome of our self-evaluation processes, discussion within our Whole-school Improvement Planning Working Group, and consultation with staff, parents, our Parent Council, Pupil Council and pupils. A summary of our Whole-school Improvement Plan can be found [here](#).

The targets contained within the Whole-school Improvement Plan form the basis of discussion within Departments, Faculties and teams within the school to ensure there is coherence in all plans which emerge from our Whole-school Improvement Plan. Individual Improvement Plans are created for each Department but there may be common targets agreed across each Faculty.

School Improvement Priority 3 – Equity

Miss Yvonne Lindsay, our Acting Depute Head Teacher of Equity, is leading this area of our School Improvement Planning.

This is a strategic leadership role, which relates to all aspects of school improvement, interventions and funding associated with equity, the Scottish Attainment Challenge and Pupil Equity Funding. This includes all aspects of equity within education as it relates to Cost of the School Day.

Miss Lindsay is leading staff to take forward universal strategies and interventions associated with equity, as well as targeted support for young people and families.

The key areas of priority for equity relate to:

- Attainment
- Attendance and punctuality
- Exclusion
- Participation, and
- Engagement

To ensure that we deliver on all aspects of the equity agenda, Lanark Grammar School takes a collaborative approach, working as part of an extended leadership team with Depute Head Teachers with responsibility for Pupil Support and Additional Support Needs. This is to ensure that there is a deep understanding of the pupils and families in equity target groups and that appropriate interventions are in place to support their individual needs. Our aim is to ensure that support for young people and families is coordinated and coherent.

Our overarching vision for Equity is:

Making sure that every pupil and family have what they need to succeed in education.

We understand that anyone can face inequity, or in other words, barriers that prevent them from attending school, having everything they need to learn in school, or being able to join in on the other parts of school – extra-curricular experiences, social activities or skill and work based opportunities. Therefore, we want to work to break down those barriers, removing the cost of the school day and any obstacles that young people or families have that would allow them to get the most from education.

We identify where pupils may face gaps, share this information with all staff and work together to ensure that supports are in place to close those gaps.

We take a community-based approach to our equity agenda and prioritise the needs and views of our stakeholders, with local knowledge being at the heart of all of our work.

Our LGS Equity website is where you can find all of the most up to date information on our equity support and developments.

<https://sites.google.com/sl.glow.scot/lgs-equity/home>

12. School policies and practical information

School Meals

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

The secondary school menu includes a range of options available from breakfast, mid-morning and lunchtime.

- A meal deal for £1.95 consisting of a choice of main meal served with two portions of vegetables/salad and seasonal fresh fruit selection
- A selection of Grab 'n' Go snacks that are individually priced including panini, pizzini and freshly prepared baguettes and sandwiches with selection of fillings
- "Beat the Queue" use our new Pre-order Fusion Mobile App where mid-morning snacks and lunches can be ordered via mobile phone and pick it up during mid-morning and lunch break avoiding the queues

Fresh drinking water is also available with all meals

Special diets

If your child within Nursery, Primary or Secondary requires a special diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete

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.

We would encourage parents of pupils who are in receipt of any of the above benefits to take up the opportunity of having a meal provided for their child when they are at school. All secondary schools operate a cashless school meals system which protects the anonymity of pupils entitled to a free school meal.

We also encourage all pupils to remain in school at lunch times.

Education Maintenance Allowance

EMA is available to young people between 16 and 19 years of age and is awarded depending on your household's gross taxable income and the number of other dependent children living with you.

The online application form and information is available from South Lanarkshire Council website www.southlanarkshire.gov.uk

If the online form is not an option, please contact your school office for assistance.

Each eligible student must complete a Learning Agreement with their Pupil Support Teacher and keep to the conditions of the agreement. If any conditions are not met, students may not receive their EMA payment.

In order to comply with the EMA conditions students must:

- Wear school uniform to identify with the school and aid security
- Act in a responsible manner in classrooms, corridors and the vicinity of the school to set a good example to younger pupils
- Arrive at school on time and attend all classes
- Ensure that all coursework, including homework, is completed
- Adhere strictly to all deadlines for coursework, unit assessment and homework. If deadlines are not met this may lead to failure in overall course awards

Any absence from school must be authorised:

- Dental or medical appointments, educational visits, interviews, work placements or funerals will be counted as authorised absence if students inform their tutor teacher and the school office
- Students will be allowed up to five days self-certification within the academic year and should complete a Self-Certificate form and return it to Miss Pollock.. Any other absences must be covered by a medical line or authorised by the school
- Students must continue to follow attendance procedures and provide a parental note to explain absence to their registration tutor.

‘Go Fresh Café’

Breakfast Service			
Snacks Made To Order			
Toast (per slice and spread)	20p	Fruit salad pot 4oz	70p
Sandwiches (from)	£1.30	Fresh fruit (from)	25p
Baguettes (from)	£1.30	Home baking (from)	40p
Roll Lorne Sausage	£1.20	Fresh yoghurt (from)	70p
Mid-Morning Break			
Filled sandwiches (from)	£1.30	Cold Snacks	
Filled baguettes (from)	£1.30	Filled baguettes (from)	£1.30
Bagels	£1.00	Filled sandwiches (from)	£1.30
Roll Lorne	£1.20		
Lunch Service			
Main Meals			
Meal of the Day	£1.95	Hot Snacks	
		Pizzini	£1.60
		Toasted Panini (from)	£1.60
Dessert			
Fresh yoghurts (from)	70p	Fresh fruit (from)	25p

Fruit salad in a pot	40p	Home baking (from)	40p
Drinks			
Milk (plain/flavoured)	40p		
Hot chocolate (light)	90p	Bottled water (from)	40p
Hot beverages	90p	Drinks from	80p

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 be deemed to damage flooring.

In addition, the following items are not considered appropriate for school:

- clothing or scarves which feature football favours or inappropriate slogans
- tracksuits
- denim clothing (shorts, jeans or jackets)
- baseball caps of any description
- Shorts (other than tailored)
- Sheer blouses

Lanark Grammar School prides itself on its positive ethos and strong values. It is both a community in itself and part of the wider community of Lanark and its surrounding villages. As such, we encourage our pupils to wear school uniform to reflect in a positive way that they are part of these communities. This policy has been given strong support by parents over a number of years.

We expect pupils to wear school uniform for the following reasons:

- pupils who wear uniform display a pride not only in their school but also in how they are perceived by others. It is a matter of self-esteem and self-respect;

- we believe strongly that it is vital for the maintenance of an effective security system that pupils can be clearly identified as belonging to the school both within the school itself and in the areas around the school;
- when pupils are all wearing the same uniform, there is no opportunity for competitive dressing or for a social hierarchy based on what different pupils are wearing; and
- the wearing of a school uniform emphasises our pupils' links with the local community and allows our pupils to be identified within that community. Their appearance should advertise the school's high standards within the local community.

It is for these reasons – pride in their school, self-esteem, self-respect, security and shared aspirations – that we commend the wearing of school uniform to all our parents and pupils.

School uniform consists of the following:

blazer; white shirt; school tie; black jumper or cardigan; black trousers or skirt; black tailored shorts; and black shoes/boots. In adverse weather an outer piece of clothing can be worn with the blazer underneath.

Pupils will have access to a personal, secure locker where they may keep an outer jacket, books and equipment.



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.



Support for parent/carers

Clothing Grants

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. 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

See information below showing school holiday dates.

Monday - Thursday						
Tutor	1	2	3	Interval	4	5
8:45 – 8:55	8:55 – 9:45	9:45 – 10:35	10:35 – 11:25	11:25 – 11:40	11:40 – 12:30	12:30 – 1:20
Lunch	6	7				
1:20 – 2:05	2:05 – 2:55	2:55 – 3:45				
Friday						
Tutor	1	2	3	Lunch	4	
8:45 – 8:55	8:55 – 9:45	9:45 – 10:35	10:35 – 11:25	11:25 – 12:10	12:10-1:00	

Enrolment – how to register your child for school

If you wish to enrol your child at Lanark Grammar School we would ask that you make contact with the school office and ask to be put in touch with the Depute Head Teacher who has responsibility for your daughter's/son's prospective year group.

Transport

School transport

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who live more than one mile by the recognised shortest safest 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 who consider they are eligible should complete a form online www.southlanarkshire.gov.uk or contact 0303 123 1023. These forms should be completed 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. More information on school transport is available

www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport
or 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.

Any information on transport appropriate to the school should be mentioned.

Insurance for schools – pupils' personal effects (to be included in handbooks)

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

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.

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.

The school holiday dates and in-service dates are available from the website 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 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 on Line 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 have the opportunity to 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

Mr N Munogee, Depute Head Teacher, is Lanark Grammar School’s Child Protection Coordinator.

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 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 or email us at: 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).

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 2022/2023

Break	Holiday dates		
First Term	Teachers In-service	Monday	15 August 2022
	In-service day	Tuesday	16 August 2022
	Pupils return	Wednesday	17 August 2022
September Weekend	Closed on Re-open	Friday Tuesday	23 September 2022 27 September 2022
October Break	Closed on Re-open	Monday Monday	17 October 2022 24 October 2022
	In-service day	Monday	14 November 2022
Christmas	Close on Re-open	Friday Monday	23 December 2022 (2.30pm) 9 January 2023
Second Term			
February break	Closed on	Monday and Tuesday	13 February 2023 14 February 2023
	In-service day	Wednesday	15 February 2023
Spring break/Easter	Close on Re-open	Friday Monday	31 March 2023 (2.30pm) 17 April 2023
Third Term			
Local Holiday	Closed	Monday	1 May 2023
	In-service day	Tuesday	2 May 2023
Local Holiday	Closed on Re-open	Friday Tuesday	26 May 2023 30 May 2023
Summer break	Close on	Tuesday	27 June 2023 (1pm)
Proposed in-service days	Monday 14 August 2023 Tuesday 15 August 2023		

Notes

- ◆ Good Friday falls on Friday, 7 April 2023
 - ◆ Lanark schools will close Thursday, 8 June 2023 and Friday, 9 June 2023
 - ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 23 December 2022 and Friday, 31 March 2023)
 - ◆ Schools will close at 1pm on the last day of term 3 Tuesday, 27 June 2023)
- *Two in-service days proposed for August 2023 to be confirmed.

13. Foundation Apprenticeships

Each local authority is working with Skills Development Scotland to support the introduction of Foundation Apprenticeships for senior phase pupils. A Foundation Apprenticeship is a new nationally recognised qualification, which has been designed to provide learners with knowledge and skills, relevant to occupations in thriving industry sectors, such as engineering/civil engineering, social & health care, creative design & media, finance/ accountancy/ business, scientific technologies, ICT hardware/ software and food & drink technologies. The SCQF Level 6 courses combine classroom and work- based learning delivered in partnership with employers and specialist learning providers or colleges. Foundation Apprenticeships are the same level as Higher qualifications and can be used as entry requirements for Modern and Graduate Apprenticeships, college and university courses. Pupils gain a valuable insight into the workplace by attending work placements during the Foundation Apprenticeship.

Senior phase pupils can participate in Foundation Apprenticeships as part of their S4-S6 curriculum over one or two years. Available options have been agreed on a local basis.

More details can be found at <https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

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/200188/secondary_school_information/1264/curriculum_for_excellence/2

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
National Parent Forum for Scotland; www.npfs.org.uk

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

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed from the Scottish Government website on www.gov.scot

