



Education Resources

# Neilsland Primary School Handbook 2021-2022



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

Phone: 0303 123 1023    Email: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk).



EDUCATION RESOURCES



## Neilsland Primary School

Highstonehall Road, Hamilton ML3 8LU Tel 01698 286405

Head Teacher: Mrs Pamela Kelly

Dear Parents/Carers

On behalf of the staff and pupils I would like to welcome you to Neilsland Primary School. We are delighted that you are considering sending your child to our school and look forward to working with you. At Neilsland we take great pride in ensuring that we offer a warm welcome to all pupils, parents, carers and members of the local and wider community.

We make every effort to offer a high standard of learning and teaching in a safe, caring and motivating environment. At Neilsland we work hard to ensure that all children are supported and encouraged to develop the skills and attributes which will allow them to reach their full potential now and in the future.

Partnership with parents/carers is central to achieving our aims and we look forward to working together with you to provide a rich and stimulating education for all our children.

Yours sincerely

*Pamela Kelly*

Pamela Kelly  
Head Teacher

# 1. Introduction

Neilsland Primary School is situated in the Laighstonehall area of Hamilton. The original school opened in 1957 and on the 24<sup>th</sup> October 2013, we moved in to our new building. The new school has 7 classes, a computer suite, nurture area, a dining room and a gym hall.

Within our school community we aim to provide our children with opportunities to learn in a happy, caring, safe and stimulating environment, where every child is valued as an individual and where success is celebrated.



Neilsland Primary is one of 124 primary schools throughout South Lanarkshire Council.

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 to "improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.



## 2. About Our School

Neilsland Primary School is a non-denominational establishment covering stages Primary 1 – 7 and provides equal opportunities for all pupils. (A copy of the Equal Opportunity Policy is available, on request).

School Address	Neilsland Primary School Highstonehall Road, Hamilton ML3 8LU
Website Address	<a href="http://www.neilslandprimary.co.uk">www.neilslandprimary.co.uk</a>
Email:	<a href="mailto:office@neilsland-pri.s-lanark.sch.uk">office@neilsland-pri.s-lanark.sch.uk</a>
Twitter	<a href="https://twitter.com/neilslandps">@neilslandps</a>
Phone Number	01698 286405
Head Teacher	Mrs P. Kelly
Principal Teacher	Mrs C. Brock
Class Teachers	Mrs J. Marnie      Mrs C. Gilroy Mrs A. Cullie      Mrs C. Swinburne Miss G. Cassidy      Mrs C. Mark Mr C. Connor      Mrs K. Kennedy
Specialist Support Teacher	Mrs J. Cowan
Educational Psychologist	Miss H. Kyle
Support Staff (Classroom)	Mrs K. Gardiner Mrs J. Barnes Mrs W. Hunt Mrs N. Edwards Miss R. McKay Mrs A. Nisbett
Support Staff (Clerical)	Mrs H. Fairfull Mrs L. Sommerville
Janitor	Mr S. Minto + Cleaners
Dining Staff	1 Cook + 2 Dining Assistants
School Chaplain	Ms L. Turnbull
Present Roll	140

Our normal school hours on Mondays to Fridays are as follows:

School Hours	9.00 to 10.45
	10.45 to 11.00 – Interval
	11.00 to 12.30
	12.30 to 1.15 – Lunch
	1.15 to 3.00



Please be advised that on days when the weather is poor, children will be allowed to enter the school from 8.45am.

On the last day before the Christmas and Spring breaks (Terms 1 and 2), school closes at 2.30pm. At the end of Term 3 in June school closes at 1.00pm for all children.

### **Revised school hours during Covid-19 pandemic**

We have had to make changes to our school hours during the ongoing Covid-19 pandemic. At present, we have a staggered entry and a staggered exit with our classes entering and leaving school at the following times:

- P1/ and P2/3 – 8.50am – 2.55pm
- P3/4, P4/5, P5/6 and P6/7 9.00am-3.00pm

### **Attendance at School**

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories - authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked:

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing.
- Notify the school before 9.10am on the day of absence in the morning. Let the school know the likely date of return and keep them informed if the date changes. This is noted in the absence book.

If we do not have notification of an absence, we will telephone the child's contact number(s) to find out where the child is. This procedure means that any children who do not arrive in school when expected can be tracked very quickly thus helping to ensure the safety of our children.

Please inform the school of any changes to the following:-

- home telephone number
- mobile telephone number
- emergency contact details



### **Concerns and Complaints Procedures**

Parents and Carers are welcome to either come to school in person or call the school if they have any concerns regarding their children. A member of staff will always be available to discuss any issues. We hope to help resolve any issues satisfactorily, however, if a parent/carer wishes to do so, complaints should be made in writing to the Head of Education (Area). The Head of Education for the area is **Mr Stewart Nicolson**.

## Prospective Pupils

If you have been offered a place for your child in our school or are considering enrolling your child you are very welcome to come to visit the school.

### 3. Parental Involvement

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

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 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 parent/carer 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.

We value parental feedback and regularly ask for opinions and thoughts from our parent body. Here are some recent comments;

I cannot praise the school and the staff enough for how well the school runs. Always friendly and happy to give me 5 minutes of their time. The pupils are always smiling and polite. The school and staff have all the attributes to ensuring a child's full potential.  
P4 Parent

The well-being of every child is at the heart of everything the school does. Each child is nurtured and encouraged to achieve across the curriculum and beyond, with opportunities to join committees where their opinions are valued. The staff are always approachable and supportive and have lovely, positive relationships with the children.  
P1 and P4 Parent

Neilsland primary is a very friendly, welcoming modern school. The facilities are fantastic. The real strength of the school however, is found in the staff - a more dedicated, committed and wonderful team you will not find. Management, teachers and support staff alike are all 100% intent on making the children's education experience as fun, rewarding and safe as possible. The support and encouragement to develop the children's learning and growth mindset is amazing. My children have thrived here at Neilsland and all have positive memories.  
P6 and P7 Parent

The school are incredibly supportive towards all children and parents. The wellbeing of the children is always the main focus.  
P5 Parent



## Parent Council

All parents of children at the school are automatically members of the Parent Forum. The Parent Council are the representatives of the parent body.

The Parent Council is very active within Neilsland Primary School. The purpose of the Parent Council is to create, maintain and enhance links between the school, parents, carers and the wider community. They are the parents' voice in school matters. Parent Council members are fully involved and supportive of all aspects of school life. The Parent Council is consulted on matters such as curriculum development, establishment planning, policy development and budget as well as council and government initiatives. The Parent Council also organises social events and sponsored fundraising activities. These events are both enjoyable and entertaining for the children and more importantly they are very successful in terms of funds raised for the school. These funds are used by the school to greatly enhance many aspects of the children's school experience.

All parents are welcome to attend Parent Council meetings and become involved in the work that they do in partnership with school staff. To find out more about how to be a parent helper or a member of the Parent Council just contact the school.

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

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

## 4. School Ethos

### Our Vision

At Neilsland Primary School we ensure that everyone in our school community is welcomed, included, safe and respected. We are all happy to achieve, play and grow together.





In Neilsland Primary School we are committed to working together to maintain an open, happy, respectful and achieving culture where all feel valued and welcome.

We aim to see that our learners are active participants in their own learning. We work well together by listening to one another. All children are members of school committees, such as Pupil Council, Community Links, Enterprise and Rights Respecting Schools. These committees work with staff and are involved in decisions made in school.

We operate a house system with four house captains. This allows the children to belong to a smaller group than the school as a whole. The children are encouraged to earn points through good behaviour, good work, taking care of the school grounds and participating in any event both within or outwith the school. The house system motivates our children and encourages teamwork and pupil leadership within the school. House events take place throughout the year.



We have very well behaved pupils who understand that we are all responsible for our own actions. We promote positive behaviour with a series of rewards and positive recognition in a variety of ways. Each class has its own points system.

Children's achievements are celebrated in class, at weekly assemblies and at sharing the learning showcases. Each week staff members nominate children for a special Curriculum for Excellence award. We regularly tweet photographs of children's school and wider achievements.

### **Pupil Voice**

We value the opinions of our children and there are opportunities available for pupils at all stages in the school to be involved in the various pupil groups – Pupil Council, Eco Group, Community Links Group, JRSO Group, Reading Champions, House Captains and Playground Buddies. These groups meet regularly and their views and activities have had a positive effect on the school and wider community.

Here are some comments from some of our pupils and staff;

Here at NPS, everyone strives to be the most welcoming they can possibly be, as well as making everybody feel included. (Bobbi P7)

Our school is filled with lovely, caring and helpful staff and everybody at my school gets along. (Lewis P7)

It is fun to play with our friends at NP because we all get along. (Austin P7)

Neilsland Primary is the perfect place to learn and work. (Mrs Kennedy)

Our school is amazing. All the teachers are kind, caring and helpful. (Aaliyah P7)

I have worked in Neilsland Primary for 20 years and every day brings a smile to my face. The school is a small school and is my school family. Every child is an individual and is treated with such great care. Management, teachers, and support staff always go above and beyond to get it right for every child. It is always a pleasure working with families and their children. (Mrs Fairfull)

At Neilsland I love all of the teachers and I enjoy maths because I love learning. When I first started, I was nervous but now it's my family. (Olivia P5)

I love the things they do to help us learn. (Scott P4)

## School and community links

We actively foster links with individuals and agencies in the community. These include Road Safety, Health Agencies, Credit Union, Canine Concern, Community Police and local businesses. Contact with other members of the community is also developed and the school has strong links with Trinity Parish Church, Scottish Wildlife Trust and Hamilton Foodbank.



To enhance the ongoing work of classes, every opportunity is used to involve members of the community, and for visiting places of interest.

The school uses the local museums, country parks and visitor centres. Experts in a variety of fields also visit the children in school and provide a valuable service in this way.

We support different charitable organisations throughout the year including Macmillan Cancer Support, Children's Liver Disease Foundation, Poppy Scotland and Chis's House. Each class takes responsibility for organising events over the course of the session. Parent, staff and pupils are always extremely generous and supportive of our ventures each year.

## Learning Community

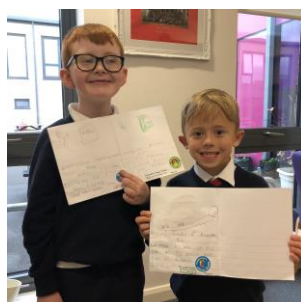
Neilsland is part of the Calderside Learning Community. A learning community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide additional learning services. It is about working together to plan better outcomes for children and young people. The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a learning community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family. Each Learning Community is managed by a Head of Education (Area). The Head of Education for the area is **Mr Stewart Nicolson**.

## 5. The Curriculum

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

The curriculum includes all the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated; for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21<sup>st</sup> century.



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

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



If you want to know more about Curriculum for Excellence, please visit website <http://www.educationscotland.gov.uk/thecurriculum/> or [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

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

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

### Extra-curricular activities

Extra-curricular activities and clubs are an important part of our school life. They provide our children with a more relaxed and social atmosphere where they have opportunities to try out new activities and acquire new skills or further develop existing skills. A wide variety of extra-curricular activities are offered each session and we try hard to offer every child from Primary 1 to Primary 7 the opportunity to attend at least one activity.



### Spiritual, social, moral and cultural values (religious observance) Rights of Parents / Carers

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.

Our school chaplain, Ms Lindsay Turnbull, visits the school each term and has input in some of our school assemblies. She also supports classes with a variety of RME topics. We make use of our local church for our Easter Service, weather permitting.

During the course of the year children are given the opportunity to take part in class assemblies held in the school hall. Parents are invited to see their child perform.

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

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

## **Equalities**

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

Neilsland Primary is committed to helping its pupils develop a set of values, attitudes, beliefs and practices which are consistent with each other and the requirements of a Curriculum for Excellence on Religious and Moral Education. The school programme will provide opportunities for pupils to become aware of a wide range of religious interpretations and their importance to respective believers. The programme will foster attitudes of tolerance and develop an awareness of prejudice.

Education Resources has produced guidelines on Religious Observance Policies and these are available in all establishments

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 on the register.

## **6. Assessment**

We operate a policy of continuous assessment from Primary 1 to Primary 7 in order to build a clear picture of each child's progress; to ascertain strengths and areas for further development, to involve pupils in their own learning, to decide on what requires to be taught next and to determine if the pupils are working at a level appropriate to their ability. Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources.

Assessment reflects on-going work – by observation and interaction with pupils, by sharing criteria with children, by giving constructive feedback, by well-structured questioning, by peer assessment and by setting assessment tasks. Staff ensure that children are made aware of the learning intentions and success criteria at the start of each lesson. Records of summative assessments are kept, both for teaching purposes and to keep parents up to date with their child's progress.

All class teachers engage in regular professional dialogue with the Head Teacher and Principal Teacher to track pupils' progress across the curriculum.

Some learners may require more specific diagnostic assessments at times. You will be informed if any of these assessments are to be undertaken.

## **7. Reporting to Parents**

Neilsland Primary School recognises that good teamwork among parents, children and school is the key to a successful education for your child.

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, open sessions and ongoing oral discussions.



We will provide you 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 in school and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

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

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

## **8. Transitions**

Pupils normally transfer from primary to secondary school between the ages of 11 ½ and 12 ½, 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 on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

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

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

If you move outwith your catchment Primary School a 'request to remain form' must be completed. If you move outwith your catchment Primary, this may affect your right to transfer to the associated Secondary School. Please note the Secondary School is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support services on 0303 123 1023.

The children of Neilsland Primary School normally transfer to Calderside Academy, Calder St, Blantyre, Glasgow G72 0AX, Tel 01698 717180

Visits by Calderside Academy staff to P7 in Neilsland Primary School are a feature of the Primary/Secondary Liaison, as are visits to Calderside Academy by P7 pupils.

## 9. Support for Pupils

### Getting it right for every child.

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



If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

[www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### Support for All (Additional Support Needs)

We are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having additional support needs, have a common entitlement to both a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We are committed to inclusion and believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Teachers organise their daily routine and programmes of study so that children learn at a pace suited to their needs. However, there are times when extra support is required when a child is not making progress, has been ill or when pupils require more challenging work. This is highlighted to the Head Teacher or Principal Teacher during planning discussions and tracking and monitoring meetings and an initial referral for support through the South Lanarkshire Council staged intervention process will be completed, indicating how the class teacher can be supported to meet the child's needs.

Some children require an Additional Support Plan (ASP) to monitor and support their progress and these are devised by the class teacher and shared regularly with parents. ASP's are overseen by the Head Teacher and Principal Teacher.

Some support is available to the school from the Learning Community Extended Team for children requiring further support and assessment. In Neilsland this service is provided by specialist support teacher, Mrs Julie Cowan.

Following consultation with parents, some children may be referred to an Educational Psychologist. Miss Heather Kyle works with Neilsland Primary, on a consultation basis.

Parents will be informed if the school feels their child requires additional support for learning. However, any parent who has concerns at any time about their child's learning and progress should contact Mrs Kelly, Head Teacher or Mrs Brock, Principal Teacher.

South Lanarkshire Education Resources has published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **Enquire**

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

Enquire - the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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

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

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

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

## **Attachment Strategy for Education Resources**

### **Attachment – what we do to support children and young people**

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

The Education Resources Attachment Strategy was launched in March 2019 and supports the action in the Getting It Right for Every Child in South Lanarkshire's Children Services Plan 2017-20 – 'Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed practice'.

### ***What does it set out to do?***

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

### ***How can I find out more?***

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

These are available in schools and on the SLC Staff Learning Centre Sway.

## 10. School Improvement

Each year we produce a School Improvement Plan which identifies what we plan to do to improve our school over the next 12 months. Some of our improvement priorities may be in response to government guidance, whilst others will be more personally related to the needs of our own school. Staff, children and parents/carers are consulted on the contents of our Improvement Plan and we issue a summary of its contents to parents/carers at the start of each new session. This year, we have produced a School Recovery Plan to take account of the school's needs post-lockdown. A full copy of our Recovery Plan is available for any parent/carer who wishes to read this document and it is also placed on our school website.

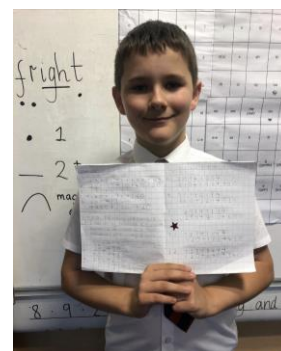
We provide regular updates on our improvement priorities through items in the school newsletter and the Head Teacher also presents a monthly report at Parent Council meetings.

At the end of each year we review our Improvement Plan to identify the impact that the progress we have made has had on learners. Here is a summary of what we achieved during 2019/2020:

### Our priorities for session 2019-2020

#### Priority 1: To raise attainment in Numeracy and Mathematics

- A new tracking system has been developed to provide consistency across all stages in measuring progress against benchmarks, in supporting identification of next steps and in identifying the need for interventions, for all learners. All teaching staff have been trained in how to use the tracking system. It is used in almost all classes.
- The new tracking system enables both class teachers and SMT clear focus on attainment data and progress for all children across levels. It clearly identifies trends and attainment over time for cohorts.
- New pupil tracking sheets have been developed for all levels to actively involve learners in tracking their own progress.
- All teachers now use a range of ongoing and periodic assessment methods (formative and summative) to demonstrate progress and achievement in levels. Standardised assessments in numeracy (MALTS) are used in June and December by all teachers. Results are analysed by class teachers and SMT then used to support teacher professional judgement of attainment, to analyse gaps in learning and to identify next steps for groups and individual across all stages.
- 3 members of teaching staff are trained in Maths Recovery. Resources have been purchased to support learning and teaching of maths Recovery in relevant stages. Maths Recovery is now used in P1 and P3/4 classes as part of a planned approach teaching and learning.
- New numeracy planners have been developed in line with SLC pathways for all levels. They are being used across the school to ensure consistency and progression across all classes.
- Peer learning has now been extended to the majority of classes (P2-P7).
- A consistency in expectation has resulted in AifL strategies now being used more effectively across all classes. In all classes, learning intentions are shared. Success criteria are now co-constructed by the teacher and pupils in the majority of classes during numeracy lessons. LI and SC are always discussed. They are displayed visually and now written in jotters in most classes.





- Effective questioning is now used in most classes to check understanding and encourage deeper thinking. Instant oral feedback is given whenever possible, written feedback is given otherwise. Learners are now encouraged to reflect more purposefully on their learning, in some classes.
- High Quality assessments have been produced for first and second level. Early level assessments are almost completed. The assessments will be used in all classes next session.
- World of Work numeracy week was planned but did not take place due to school closures. Most children know what they are learning and can explain why it's relevant to them-especially in relation to higher/further education choices and career paths.
- All teachers plan numeracy lessons that meet the needs of almost all learners and ensure appropriate progress over time.
- Barriers to learning are identified early due to more robust analysis of the wide range of assessment data and teacher professional judgement. Appropriate interventions (such as 5 minute box, extra help with tables etc.) are put in place quickly. These are now monitored more consistently so that that impact of interventions can be assessed.



## Priority 2: To raise attainment in Literacy

- Literacy audit (self-evaluation against framework of Active Literacy implementation) completed August 2019.
- All staff were trained in Active Literacy by October 2019.
- Most staff (including support staff) have engaged with the Learn on Line Active Literacy modules for all stages. Some staff attended further drop in CLPL sessions with Literacy development Officer.
- All P1/2 children were PM benchmarked (August 2020) and NGRT tests completed with all P3-6 children (June 2019). Assessment data submitted to SLC.
- Literacy Coaches have been trained and provided support to all staff over the course of the session.
- All teaching staff have been part of an internal moderation trio and have been involved in peer observations during Active Literacy Lessons. Some staff have engaged in team teaching opportunities in Active Literacy.
- We have audited our reading resources. P1-3 texts have been organised using book banding. 'Read aloud' texts for each stage (fiction+poetry) have been identified and resourced. Additional texts including non-fiction and P1-3 texts have been bought to support early literacy skills. P4-7 texts have been organised using the moderated book list (SLC). A variety of novels have been purchased for P4-7 using the moderated list to allow pupils to experience a range of different genres and authors. P4-7 reading planners (two year rolling programme) have been created and are ready to use from August 2020.
- Termly reading challenges have been implemented in most stages.
- Open door sessions/showcases with key focus on Active Literacy to promote increased parental engagement in Literacy Sept 2019/Jan 2020.
- Parent Council have been working with PT to create story sacks for P1-3 pupils to promote reading for enjoyment at home and to encourage collaborative parent/child engagement in reading.
- Literacy Lead Officer and Active Literacy Support Officer visited school.
- P7 teacher has worked with with PT Literacy at Calderside Academy to support consistency across sectors.
- All staff have implemented the Active Literacy programme for phonics, spelling and reading. Active Literacy working party have devised and resourced a 2 year rotation of book studies.

- Almost all staff took part in moderation trios across the learning community sharing good practice in writing.
- Tracking and monitoring being analysed by all teachers and SMT and starting to involve the pupil more often to ensure the pupil is aware of how to achieve a level. All staff are using new writing tracking systems to monitor progress in writing.
- Use of PM Writing Planners and resources across P2-7.
- Barriers to progress are identified early and appropriate interventions (such as 5-minute boxes) are put in place quickly.



**Priority 3:** To make more effective of use of self-evaluation to inform school improvement

- Cost of the School Day Position Statement has been produced – June 2019.
- Vision and values are being reviewed with Parents, Parent Council and pupils.
- The Parent Council have been engaging with the parents and the children in line with updating the vision and values statement.
- Staff have worked collaboratively to evaluate school effectiveness against HGIOS indicators 1.2, 2.1, 2.2, 2.7 and 3.1 and have been able to identify strengths and development needs of the school.
- Parental engagement in school self-evaluation is improving.
- Parent Council are actively involved in school self-evaluation.
- Some staff have an increasing understanding of 'How Good is OUR School'
- All staff have worked collaboratively to identify priorities for next session's school improvement agenda.
- Parent questionnaires have been used to gauge parent's views on a number of different aspects of the school.
- Pupils involved in evaluation of every area of school life eg. Blether sessions, Pupil Council, Eco Committee etc.

**During 2020/2021 our priorities for recovery for the school are as follows:**

**Priority 1:** Promoting the positive health and wellbeing of children, parents/carers and staff

- We will train all staff in Attachment Theory.
- We will raise staff awareness of Adverse Childhood Experiences (ACES)
- We will raise parents/carers' awareness of attachment.
- We will identify and support the wellbeing needs of children and staff following lockdown.
- We will train all staff in the 6 key principles of Nurture.
- We will refine teachers' planning to focus primarily on Literacy, Numeracy and Health and Wellbeing.
- We will raise staff, children, and parents/carers understanding of the A-Z of Resilience.
- We will introduce Emotion Works Recovery Programme across all stages.



- We will review the 8 wellbeing indicators with all children.

### Priority 2: Planning for equity

- We will review children's level of attainment following lockdown and introduce appropriate interventions, as required.
- We will track and monitor children's level of engagement in Literacy and Numeracy on a termly basis.
- We will review the poverty-related attainment gap and identify ways in which this can be reviewed.
- We will review the tracking and monitoring of equity approaches, and make timely changes as needed.
- We will review and update of Cost of the School Day Position Statement, identifying how to minimise spending for our families.
- We will identify and promote financial supports that are available for families.



### Priority 3: Continuity of learning

- We will make plans for blended learning (a mix of in-school and at home learning) as part of our contingency planning.
- We will review and update our existing home learning provision.

## The school's response to COVID 19 lockdown closure

### Continuity of learning

Staff began a programme of Home Learning for pupils, which commenced on Monday 23<sup>rd</sup> March. At the time of school closure, the school provided a 5/6 week supply of home learning. Home Learning packs were issued to over 90% of children prior to schools closing. Packs were stage specific and organised according to CfE levels for Literacy and Numeracy. They also included a variety of activities to support other curricular areas. The home learning packs were also uploaded to Neilsland Primary School website and Twitter. All children who received a hard copy of the learning pack prior to school closure received resources such as jotters and pencils, to enable them to complete their work at home.

As the national picture changed, the school took a more targeted approach to home learning. We created a format for staff to record home learning tasks and this was accessed by parents/carers through the school website. New home learning packs were uploaded for children on a weekly basis until the end of June. Staff provided a structured and varied programme of home learning that aimed to deliver challenge, enjoyment and choice across all curricular areas. Children were asked to submit certain completed tasks electronically (if possible) and work was marked, and feedback given. On average, 36% of children returned work on a weekly basis.

We were able to celebrate children's engagement in home learning on Twitter by posting photographs and videos. We were also able to celebrate the wider achievements of some of our families as they shared their own examples of children's successes during lockdown.



Using staff professional knowledge of their pupils, as well as messages on the school's social media, we were able to identify families who required support with physical resources (stationery) and/or sanitary products, and IT devices (including internet access). This information was then fed back to the local authority who were taking responsibility for distribution of things on a priority basis, focusing primarily on those who qualified for FME. We also made physical resources available for collection for those who needed it.

### **Emergency Childcare Hubs**

Most staff from Neilsland volunteered to help staff the South Lanarkshire Hubs during the time of school closures and worked two weeks at St Cuthbert's Hub. During this time, staff provided childcare for children of key workers vulnerable children. Staff provided a stimulating and enjoyable programme of activities for pupils attending the Hub, with social distancing and hygiene measures strictly adhered to.

Children who attended school in the last few weeks of term (children of key workers and vulnerable children from Neilsland Primary) were provided with breakfast, lunch and snacks. Pupils felt safe and happy and undertook a range of fun activities with different teachers. They also completed some Home Learning tasks.

### **Transition**

Staff worked to ensure that pupils transitioning from P7 to S1 could access relevant information from secondary schools and all transition work was completed and sent to the high schools. The P7 teacher phoned all P7 pupils and accompanied some of them to their high school transition visit. End of year autograph books and ties were hand-delivered by the P7 teacher.

Staff developed a P1 Handbook for the new intake, and these were hand-delivered to the children who are due to start in August. The P1 teacher contacted the parents of all new P1 children to introduce herself and to personally invite the child to their induction day. P1 induction days took place in small groups.

A virtual tour of the school was also created to give children and families a clearer idea of what to expect on return to school in August, to introduce members of staff and to help to ease anxiety for those who may have been worried about sending their child back to school.

### **Care and Welfare of Children and Families**

The wellbeing of our school community has been a priority for us during lockdown. We have communicated this as widely as possible to ensure that our families felt that they were being supported.

The school regularly communicated updates from both the National Government and SLC with parents/carers via the school website, and Twitter. Additionally, the school has used these platforms to share children's home learning experiences, additional activities from support staff and to celebrate children's wider achievements. Our staff have also created regular video messages for the pupils.

Newsletters were posted, as normal, on the school website and parents had the opportunity to email either their child's class teacher or the Head Teacher, as required. Feedback from parents/carers showed that they felt that they were kept informed of developments.

During the months of March-June, phone calls were made to families to 'check in' and discuss any issues that they might have. Regular contact was made with vulnerable families and management were available daily should families need to contact them. All families were emailed to check in and find out how things were at home. Staff have also had the opportunity to check in with children. The personal level of communication was welcomed by all.

School reports were emailed to families and follow up emails and phone calls ensured that these had been received. This also allowed us to check in with families.

***The school has been incredibly supportive to both myself, and my children during what has been a difficult and challenging year. Always willing to lend an ear, and most importantly, look after the needs of my children. The care and compassion shown by all the staff at the school is second to none. (Parent/Carer)***

### **Care and Welfare of Staff**

The care and welfare of all staff has been maintained throughout the period of school closure. Staff have been emailed information from SLC on resources to support them both professionally and personally. Staff were continually informed of local and national updates through email, phone calls and Teams meetings. All teaching staff were allocated a member of SMT as a mentor during lockdown. Staff at all levels also communicated frequently through the school WhatsApp group.

As well as regular meetings between the leadership team, all teaching and support staff engaged in meetings via Microsoft Teams. These were effective in keeping everyone updated on developments and gave the opportunity for staff to ask any questions. Small groups of staff also made effective use of this resource to facilitate school development work and to link in with other establishments in order to support children's transitions, as well as with other agencies.

Prior to returning to work to prepare for school restarting in August, the Head Teacher briefed all staff on the Safe System of Work and completed regular risk assessments, ensuring that all identified control measures were put in place. A detailed capacity audit was also undertaken to ensure that the 2-metre social distancing guidelines could be facilitated throughout the building.

In the last three weeks of the term, staff were issued with a rota which provided a good balance of working from home and working at school. When working in school, staff were mindful of social distancing and hygiene rules and planned their activities in accordance with guidelines issued from SLC.

The Head Teacher also arranged for a virtual Parent Council meeting to take place. This allowed parents/carers to be consulted on school business, including the school's response to lockdown, as well as the recovery plan and how we planned to manage transitions for the different stages.

***In the early stages of lockdown families were a little unsure of what approach to take with their children's education. Once guidance on learning was shared it was extensive and varied allowing pupils to choose their learning. The school's focus is, quite rightly, the wellbeing of the children and their families. This care and concern is evident at all times from the school and has been the constant message throughout lockdown. The staff have made an amazing effort to ensure that the school is well prepared for a blended learning approach. It is evident that a great deal of time has been put into creating the virtual tour, which will be extremely beneficial in preparing the children for the changes to expect. All information on the return to school has been shared with the Parent Council with the transparency that is now standard in all our interactions with the school. Questions are always answered patiently, honestly and in detail, no matter how many concerns are raised. (Parent Council)***

***I think the school's response to the Covid outbreak has been nothing short of phenomenal. During such uncertain times, information about closure was relayed timeously to all parents, and since the school has shut, that has not changed. Moreover, and more importantly, the school has been in regular contact to ensure the mental and physical welfare of all the children is being met. Regular communication, updates on the school website and twitter feed have allowed the children to feel part of the school community even when they are not seeing their friends or teachers.***

# 11. 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 Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

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

Pupils in:

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

## 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 income does not exceed £7,330 gross per annum as assessed by the HM Revenues and Customs) Child tax Credit only (where your income does not exceed £16,105 gross per annum as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up the opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all the children to remain in school at lunch time

South Lanarkshire Council also offers a free Breakfast service. The service runs from 8.15am to 8.45am each school day.

## School Uniform

- Navy blue sweatshirt, sweater or cardigan
- White polo shirt or shirt and tie
- Navy blue or grey skirt, pinafore or trousers
- Jacket or blazer
- Soft shoes for indoor wear throughout day

**Please label all children's clothing clearly.**



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

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

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

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

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



## P.E Kit

Shorts, T-shirt and soft shoes

**Every child has an outdoor PE slot each week. Pupils should bring tracksuit bottoms, trainers and a warm, waterproof jacket for this activity.**

The wearing of jewellery, including pierced earrings, during P.E. sessions is also not allowed for safety reasons. Although it is preferable and safer for earrings to be removed during PE those which cannot be removed can be taped over to prevent any unfortunate accidents. As the children are wearing uniform, it is important that all items of clothing are clearly marked with the child's name. If desired, the children can wear their shorts under their uniforms. This makes changing for P.E. easier, particularly for younger pupils. P.E. is an important part of the curriculum and all children must take part unless there are physical or medical reasons, which prevent them from participating.

## 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 Grant

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

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

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

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. Forms are available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone **0303 123 1023**. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2021 is week commencing 18 January 2021.  
P1 children will attend for a full day from Monday, 16 August 2021.

### Proof of Residence / Birth Certificate

When a child is enrolled, whether to start in P1 or transferring from another school during the year, full birth certificate plus two proofs of residence should be produced and children should accompany parents at the time of enrolment if possible.

Parents of new children will be invited to information meetings and workshop sessions in the school before the start of the new session. Pupils are also invited to meet with their teacher and become familiar with their classroom.

### School Transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.





Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, phone 0303 123 1023 or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

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

### **Pick-up points**

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

It should be noted that it is the parents' 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

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

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

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

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

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

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

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

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

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

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

## Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

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

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

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

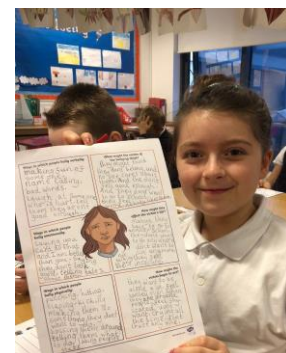
In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

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

## Promoting positive behaviour

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

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



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

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

## Child Protection

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

The vision for children and their families in South Lanarkshire is to ensure that they live in a community where they are safe, healthy, active, achieving, respected, responsible and included.

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

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

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

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

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends. The Child Protection Committee's website has a range of information for parents/carers on how to help ensure their child is safe. The website is: [www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk).

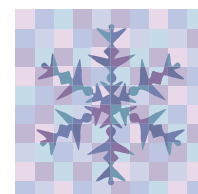
## **Keeping Safe Online**

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **Information on emergencies**

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



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

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

## **Your commitments**

We ask that you:

- support and encourage your child's learning,
- respect and adhere to the schools policies and guidance,
- let the school know if you change your mobile/telephone number and/or address,
- enjoy and take part in school activities,

- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its 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 has established a data protection policy that applies to all of its school.

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

### **Privacy Notice**

#### **Introduction**

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

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

#### **Using your personal information**

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

#### **Information we collect from you about you and your child at enrolment**

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

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

#### **Information we collect at other times**

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

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

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

### **Information that we collect from other sources**

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

- exam results and assessment information;
- information about health, wellbeing or child protection.

### **Why do we need this information?**

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

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners ;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

### **We will share your information with:**

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

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

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

[https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general\\_privacy](https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

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



## Education Resources

### School holiday Dates Session 2021/2022

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

#### Notes

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



## Appendix A

**This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link**  
[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

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

### **Contact Details**

Education Scotland's Communication Toolkit for engaging with parents

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

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

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school

### **Parental Involvement**

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

Parentzone provide information and resource for parents and Parent Councils

### **School Ethos**

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

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

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

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

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

## **Curriculum**

Information about how the curriculum is structured and curriculum planning

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

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

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

Information on the Senior Phase

Information on Skills for learning, life and work

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

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

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

## **Assessment and Reporting**

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

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

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

## **Transitions**

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

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

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

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

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

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

## **Support for Pupils**

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

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

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

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

## **School Improvement**

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

## **School Policies and Practical Information**

**National policies, information and guidance can be accessed on the following:**

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000