Neilsland Primary School

Teaching and Learning Policy

School Vision & Aims

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

We aim to develop the following values in all our learners:

- **N**urtured
- **E**ncouraged
- **I**nspired
- **L**ovely relationships
- **S**upported
- **L**aughter
- **A**ttaining
- **N**ew Learning
- **D**etermined

These values are taught in a variety of ways and are embedded within the children's learning experiences allowing them to see what these values look like in day-to-day school and home life. Through these values we encourage everyone in our school community to be:

- Successful Learners throughout their lives.
- Confident Individuals in a range of contexts.
- Responsible Citizens at home, school, in the local community and in our country.
- Effective Contributors at home, school, in the local community and in our country.

These attributes are continually taught throughout the learning themes and curricular areas so that children can see what these look like in real life.

School Curriculum

The purpose of the curriculum in primary school is to promote pupil development and learning across a broad range of contexts in order to develop their thinking and learning and their physical, personal and social growth. We deliver the Scottish Curriculum for Excellence. This is a curriculum for 3 to 18 year olds. The curriculum contains the four contexts for learning which are:
- the ethos and life of the school as a community.
- curriculum areas and subjects.
- interdisciplinary learning.
- opportunities for personal achievement.

The curriculum is sometimes described as a "Look, Say, Do, Write" curriculum because it involves children being actively engaged in planning and carrying out lessons and demonstrating their learning in those ways.

Curriculum Areas
Our curriculum is made up of the following learning areas:
- English Language & Literacy
- Mathematics & Numeracy
- Modern Foreign Languages (French P1-7)
- Expressive Arts (Music, Drama, Art and Design)
- Health and Wellbeing (Health Education, Physical Education & Dance)
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Within each curriculum area there are a range of Experiences and Outcomes for children at each curriculum level. These provide teachers, children & parents/ carers with the detail of the curriculum and can be viewed at-
https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/

Curriculum Levels
The curriculum is organized into levels.
Nursery & Primary school
- Early level - Nursery (year 1 & year 2) and P1
- Level 1 - P2, P3 & P4
- Level 2 - P5, P6 & P7
Secondary school
- Level 3 & 4 S1, S2 & S3
- Senior Phase S4, S5 & S6

Teaching and Learning

Every class has 1 or 2 qualified class teachers and a member of Support Staff to support the pupils' learning. Class teachers are qualified to teach all curricular areas. We also have a Nurture specialist teacher.

Teachers have access to programmes of learning and forward plans which detail what is expected to be taught in each primary stage at the appropriate Scottish Curriculum for Excellence working level. Our teachers use programmes of learning for:

- Literacy/English
- Numeracy/Maths
- Technology
- Sciences
- Modern Foreign Languages – French
- Expressive Arts - Music, Drama, Art & Design
- Religious & Moral Education
- Health and Wellbeing (Health Education, Physical Education & Dance)
- Social Studies

Children are taught in year group or composite classes:

- P1 (age 5-6)
- P2 (age 6-7)
- P3 (age 7-8) (age 12-18)
- P4 (age 8-9)
- P5 (age 9-10)
- P6 (age 10-11)
- P7 (age 11-12)

Groupings

Within classes, children will be taught:

- as a whole class (e.g. everyone learns about a new topic focus or takes part in a drama lesson).
- in mixed ability groups or pairs where more confident children develop their understanding by having to communicate this to a less confident child who can benefit from peer support.
- in groups (e.g. maths and reading groups based on current Curriculum for Excellence working levels of the children or based on pupils having similar strengths or areas to develop).
- Individually (e.g. personal projects supported by a teacher or one to one intervention support).

Learning Principles

We will ensure our learning includes opportunities for:

- Breadth - learning about a lot of things.
- Depth - learning enough about each thing.
- Challenge & enjoyment- learning experiences are engaging and each pupil is stretched and motivated to achieve, a 'have a go' attitude is supported to enable them to sustain their efforts.
- application of concepts in less familiar contexts- for learning to be secure, concepts and skills must be retained and transferred to different areas.
- Progression of learning- checking there are no gaps before moving on or that we are not repeating too much, learners should progress at a rate which meets their individual needs and aptitudes.
- Personalisation and Choice- children making choices about what or how to learn to support progression and attainment.
- learning in cross-curricular themes (IDL) when many areas of learning are used e.g. English, Maths, Science and Technology.
- learning in discrete subjects (e.g. Maths & Numeracy, English Language & Literacy, Religious & Moral education).

- Coherence- where links are made between different kinds of learning.
- understanding the purpose of their learning and related activities, seeing the value of what they are learning and its relevance to their lives, present and future.

Lesson Structure

The basic structure for our lessons will be:
- Phase 1 - review previous learning with the children- if the children's knowledge and skills are already good in this area- move on! Explain and display learning intentions and involve the children in co-constructing some of the success criteria. Revisit and check these in phase 4.
- Phase 2 - direct teaching or shared learning activities.
- Phase 3 - activities rotation (with a balance across the week of Make-Say-Write-Do). Assessment (balance of teacher, self and peer assessment) and some recording of assessment notes.
- Phase 4 - reviewing learning, checking learning intentions and success criteria. Deciding on next steps in learning and involving the children in the whole process.

Outdoor Learning

Our curriculum will be delivered indoors and outdoors in all weathers. Children will learn outdoors in our school grounds, the local neighbourhood, our town and region and on excursions to other parts of our country when appropriate. We ask teachers to take learning outdoors on average once per week. We go outdoors to learn when this is the best place to carry out that learning.

Interdisciplinary Learning Themes (IDL)

We will teach using 'themes' such as "Titanic" or "Scotland". The themes will include learning within:
- Expressive Arts (Art & Design, Music & Drama)
- Health and Wellbeing (Health Education, Physical Education & Dance)
- English Language & Literacy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Discrete Areas of Learning

We will also have the following discrete learning areas with some degree of application of these areas in our themes above:
- Modern Foreign Languages (French to P1-P7)
- Mathematics & Numeracy
- English Language & Literacy
- Health and Wellbeing (Health Education, Physical Education & Dance)
- Sciences
- Religious and Moral Education

Engaging/Motivating Children in their Learning

Teachers use a wide range of approaches to engage children in their learning. These include a focus on intrinsic motivation techniques where:
- pupils are more likely to be motivated if they attribute their educational results to factors under their own control (autonomy of control).

- pupils are more likely to be motivated if they believe they have the skills to reach their desired goals (self-efficacy beliefs) Pupils are more likely to be motivated if they are interested in mastering a topic, not just in achieving good grades.

Some of these techniques include:
- finding out from children what they already know, what they would like to know and what remains to be learned.
- involving children in making a plan for the new piece of learning.
- involving children in deciding what the success criteria will be (co-constructing) for the learning, based on the teacher's learning intentions.
- giving feedback "right there" rather than "marking books once children have gone home".
- making feedback clear for children so that they understand the gap between where they are now and the next step or level.
- involving children in self-assessment and peer-assessment so that they learn how to evaluate and give constructive feedback to themselves and others.
- keeping a "learning wall" in class where the learning intentions, success criteria, visual aids, plan for the learning etc. is on display to support children.
- making the links between current learning and real life.
- learning discussions where the teacher meets a child for one-to-one to give focused feedback.
- group and class feedback e.g. the common errors we are making, the common problems and solutions we are seeing.

Usually extrinsic motivation is used to achieve outcomes that a pupil wouldn't get from intrinsic motivation. Teachers will use extrinsic rewards such as:
- stickers or House Points
- Golden Time/free choice
- personal choice rewards, sit beside friend/cushion/homework pass.
- competitions and low stakes tests
- peer group support
- Buddy Time
- Reading/Maths Champions

Programmes of Learning in Discrete Curricular Areas
The school has a curriculum overview plan which sets out a year-by-year structure for our curriculum. Teachers and children work within this and can also adapt the plan to suit the needs of classes, groups or individuals.

Numeracy and Maths

We aim to deliver a mathematics curriculum that enables young people to develop their mathematical thinking, allowing them to solve problems and apply their learning to demonstrate understanding. We aim to plan and create meaningful contexts for learning with relevant links to other curricular areas and to real life wherever possible.

Learning and Teaching Approaches
Within a rich and supportive learning environment our mathematics curriculum aims to stimulate all children's interest, and promote creativity and innovation through the following approaches:
- planned active learning which promotes opportunities to observe, explore, investigate, experiment, play, discuss and reflect.

- modeling and scaffolding the development of mathematical thinking skills.
- learning collaboratively and independently.
- opportunities for discussion, communication and explanation of thinking.
- a focus on Maths Recovery teaching strategies at Early and First level, and beyond when required.
- a focus on daily basic skills for numeracy through Number Talks for all P1-7 children.
- opportunities to develop an understanding of abstract concepts through the use of concrete materials and pictorial examples at stages throughout the school.
- developing mental agility through DAILY opportunities to practice and develop an understanding of strategies throughout learning experiences.
- using relevant contexts and experiences, familiar to young people.
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, such as those provided by science and social studies.
- using technology in appropriate, effective, and engaging ways.
- building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning.
- developing problem-solving capacities and critical thinking skills.

We aim to enable learners to:
- develop essential numeracy skills which allow them to participate fully in society.
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts including the world of work.
- engage with more abstract mathematical concepts and develop important new kinds of thinking.
- understand the application of mathematics, its impact on our society, past and present and this potential for the future.
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills.
- interpret numerical information appropriately and use it to draw conclusions, assess risk and make reasons evaluations and informed decisions.
- apply skills and understanding creatively and logically to solve problems within a variety of contexts.
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

We plan for progression in learning using Curriculum for Excellence Maths and Numeracy Experiences & Outcomes, Benchmarks and progression lines to plan programmes of learning in mathematics.

Maths and Numeracy will be taught through the following areas:

Number Money and Measure
- Basic number processes
- Measure
- Patterns and relationships
- Expressions and equations

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

Informational Handing
- Data and analysis

- Ideas of chance and uncertainty

The main resources to support the delivery of the maths and numeracy experiences and outcomes are:

- Scottish Heinemann Maths
- TeeJay Maths
- Number Talks
- Sumdog
- Maths Recovery
- Primary Maths for Scotland-Leckie and Leckie 1A-2C

We also provide opportunities within some interdisciplinary learning themes for applying maths.

Our Maths and Numeracy program allows children to experience real life problem solving, group and solo activities, active learning, learning using textbooks and practical materials. In Maths we also use Maths Recovery to target support and reinforce good learning of number concepts in P1-7. This is a highly structured and progressive program of activities to ensure basic number skills and knowledge is in place for all children. Teachers also use 'Number Talks' approaches which are short discussions among a teacher and students about how to solve a particular **mental maths problem using + - x and ÷**. The focus is not on the correct answer, but on **all the possible methods** of finding the answer. Each student has a chance to explain their method, and everyone else will learn from other people's methods.

Organisations of Lessons
Lessons should be delivered using The Four Part Lesson Model approach which ensures that all children are clear about what they are learning and how they will be successful in this.

Specific expectations in Maths.

Mental maths warm up session using Number Talks strategies for 10 to 15 minutes.
- Children benefit from regular reinforcement of key skills and revisiting of prior learning. Each lesson must start with a mental maths warm up that revisits and reinforces core mental agility skills and encourages discussion. Resources used may include whiteboards, counting sticks, interactive resources, have a go boards & number fans. Teachers may also use interactive number games as way of ensuring active involvement.

Teaching input 15 to 20 minutes plus 30-40 minutes for consolidation reinforcement and further practice.
- Learning Intentions (LI) and Success Criteria (SC) must be agreed and displayed. Depending on the needs of the class or the content of the lesson the teacher may introduce the topic for the whole class interactive lesson, with differentiation through careful use of questioning. Follow up activities would generally be differentiated to the needs of groups of children. It is expected that all children in the class will be working to develop the same mathematical skill with account taken of the prior learning a stage of development, the maximum number of groups during each maths lesson should be three. It may also be the case that learning outcomes have already been established or that some groups have had considerable teacher input at previous lessons and require time to consolidate through written examples or by accessing activities designed to reinforce learning. The teacher may therefore be working directly with one

group while other groups work independently or with a member of support staff. Effective use of ICT can help reinforce learning.

Plenary - 10 minutes

- Children need time to reflect on their learning and teachers should ensure that they plan time for pupils to do this. SC can be discussed again during this session to allow pupils to discuss their understanding of the learning. We know that learning in maths and numeracy is progressive and that differentiation in maths lessons can be achieved through effective questioning, Chili Challenges, differentiated tasks and grouping by ability to ensure appropriate challenge.

Assessment, Recording, Moderation and Reporting

Assessment should be carried in a variety of ways:

- pre-topic assessment and or transition information to determine previous knowledge.
- monitoring of daily progress by linking back to success criteria – on going assessment will inform changes in daily planning to accommodate changes in pace of learning resulting from successes or difficulties in individual learning outcomes.
- use of formative assessment strategies, to enable targets to be agreed and reviewed in collaboration, and to give effective feedback and monitor pupil understanding.
- teacher feedback highlighting clear next steps.
- peer / self-assessment linked to Learning Intention and Success Criteria.
- use of summative assessment in the form of SHM Check Ups, High Quality Maths Assessment Programme, should be carried out regularly.
- use of peer/self-assessment.
- use of SNSA assessment data at P1, P4 and P7.
- use of Maths Recovery assessment data from P1 to P3.
- MALTS (twice yearly).

During teaching time and planned related tasks teachers should gather and record useful assessment information in the following ways:

- observation
- active listening
- questioning
- specific tasks
- pupil self-assessment
- peer assessment
- teacher feedback

This will give teachers accurate information about children's abilities, their levels of achievement and their development needs to inform future planning and next steps.

Teachers should work with colleagues working at the same level of the curriculum regularly to moderate standards and ensure consistency of challenge and support for all learners. There will be planned opportunities to moderate standards within and across the school, and opportunities to moderate standards across cluster schools.

English Language & Literacy

Our aim is to build on children's prior knowledge, ensuring we meet individual needs, by providing an environment which is rich in language and which sets high expectations for literacy and the use of language. At Neilsland Primary we use a variety of teaching strategies, in line with Curriculum for Excellence, to provide a range of different learning opportunities and interactions for pupils which develop their Literacy and English skills for learning, life and work. We recognise that literacy skills are integral to success in all areas and can be introduced, reinforced and consolidated in the opportunities we provide for wider achievement in school and beyond. All areas of Literacy and English are taught coherently and wherever possible linked to other subject areas. We recognise that children are motivated by a range of contexts and that literacy skills can be developed by effective cross curricular links.

Teaching and Learning Approaches

Within a rich and supportive learning environment our Language and Literacy curriculum aims to stimulate all children's interest, and promote creativity and innovation through the following approaches:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences.
- effective direct and interactive teaching.
- a balance of spontaneous play and planned activities.
- learning through play, a particular focus in Primary 1.
- harnessing the motivational benefits of following children and young people's interests through responsive planning.
- collaborative working and independent thinking and learning.
- making meaningful links for learners across different curriculum areas.
- building on the principles of Assessment is for Learning.
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning.
- the development of problem-solving skills and approaches.
- the appropriate and effective use of ICT.

In addition Literacy learning should:

- develop metacognition so that learners from the earliest stages are aware of what and how they are learning.
- develop higher order thinking skills and the ability to think critically.
- use a wide range of texts including spoken, written, Scots Language and digital texts to promote literacy development.
- be well planned and demonstrate progression, breadth, depth and continuity in learning across all stages.
- provide opportunities for literacy learning to take place across the four contexts.
- promote creative approaches and the imagination.
- ensure that children are actively engaged in their own learning with opportunities to discuss, observe, explore, investigate, experiment and play.
- make connections between listening, talking, reading and writing explicit to learners.
- provide opportunities for children to apply the knowledge and skills they have learned in literacy to other curriculum areas with increasing independence.
- provide opportunities for cooperative, group and independent learning.
- ensure that appropriate support and challenge is provided for learners at his or her stage of learning in order to meet their needs and ensure equity for all learners.

- be contextualized, with links to a real life context or one that is familiar to pupils' experiences.

In Curriculum for Excellence Publications Language and Literacy experiences and outcomes are organised under three main headings:

- Listening and Talking
- Reading
- Writing

Within these organisers there are subdivisions:

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The tools sections include important skills and knowledge, for example, in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on **finding and using information** include, in reading, critical literacy skills, while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the **creating texts** experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

Core skills such as spelling, grammar and handwriting are taught regularly to ensure continuity and progression in learning. We use Jolly Phonics and our Active Literacy programme supports spelling and reading strategies throughout the school. At times the learning is linked to other areas of the curriculum and supports interdisciplinary learning e.g. Social Subjects or Science. Scottish texts are a particular focus during January when each class has a Scotland focus topic and provide a rich resource for pupils to learn about Scottish culture, identity and language.

Planning
Skills are planned and taught in line with the Literacy and English progression pathways, which are linked to the Education Scotland benchmarks. These are outlined at the start of each term and planned in more detail on a weekly basis.

Assessment
The principles of Curriculum for Excellence mean that progress is defined in terms of breadth, depth, challenge and application of learning at the level of learning for each pupil. To ensure that pupils become confident and secure in their literacy and English, teachers plan opportunities for them, and with them, to demonstrate learning in both familiar and unfamiliar contexts. Effective assessment informs next steps in learning as well as reassurance that children have achieved the skills, knowledge and understanding required until they can demonstrate security within a level.
Assessment will be undertaken in a variety of ways, and different forms of evidence will be gathered:

- ongoing evaluations of daily/weekly progress by referring to success criteria set at planning stages. This will inform changes in daily/weekly lessons to accommodate changes in pace of learning.
- ongoing use of formative assessment strategies during lessons to give effective feedback and monitor pupil progress and next steps.
- Salford and Burt reading tests P4-7.

- biannual Schonell spelling test P2-7.
- annual PM Benchmarking-reading P1-3 and as necessary throughout session.
- use of the NGRT assessment in P4-7 to assess progress and development in reading skills.
- use of peer/self-assessment by pupils.
- use of the Scottish National Assessments (SNSA) at P1, P4 and P7 to assess progress and development in literacy skills.
- annual use of Early Literacy Screening assessment to assess individual reading skills in P1.
- Writing assessment four times yearly.
- POLAAR

Listening and Talking

Children will develop skills within Listening and Talking individually and in groups, in a variety of contexts and for a variety of purposes to gain information, understand what they have heard and respond appropriately to speakers and texts. Teachers plan for these types of activities through specific Literacy activities or in an interdisciplinary approach to learning. These skills are also developed as part of everyday school and class routines and children are also given opportunities to perform to various audiences over each session. Listening and Talking skills include:
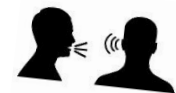
- contributing to class and group discussions/ debates.
- asking and answering questions and access to a range of texts including written, digital and Scots Language.
- creating opportunities to extend children's vocabulary through the systematic teaching and use of specific words linked to books or topics.
- having increased ability to summarise and clarify key points.
- planned opportunities to develop note taking skills from discussions.
- listening and talking with confidence across a range of topics and curriculum areas.
- having opportunities to develop Pupil Voice through Committees and assemblies.
- talking with increasing confidence to a range of audiences.
- respecting the contributions of others.
- presenting their learning individually, in groups or as part of their class with agreed success criteria.
- using appropriate tone, pace, language and register to engage an audience.

Reading

We promote a strong reading culture and reading for pleasure is promoted at every opportunity both in school and at home. We ensure that children have access to a wide range of interesting reading materials and are encouraged to develop a love of reading. Staff model good practice in reading aloud daily to pupils at all stages as a means of modelling reading, stretching vocabulary and developing critical thinking for the whole class. It is important that we offer our pupils reading experiences which are engaging and at an appropriate pace and challenge for their needs. This will help them achieve their academic and personal potential and provide them with the skills to be literate in a modern world. Children at Neilsland Primary are encouraged to read a mixture of fiction and non-fiction books as well as other forms of texts and media. Reading is taught in ability groups and these groups are reviewed regularly to ensure pace and challenge. We use a range of Active Literacy reading strategy approaches in P1-7. In P1-3 the focus is on reading for fluency and

comprehension and in P4-7 developing develop comprehension skills, including interpreting, analysing and evaluating texts. In P4-7 pupils will also build on higher order thinking skills including questioning, and forming opinions about texts and authors.

The reading strategies focus on:
- Metalinguistics
- Prior Knowledge
- Visualisation
- Inference
- Summarising
- Main Ideas

Our core reading programme in P1-3 uses a variety of levelled genre book banded books. Reading skills are broadened with the introduction of short novels as soon as is possible for children. For P4-7 we have sets of whole class novels which each class uses to experience deep learning based around a novel study and novel sets used by groups within the class. Literacy World is also used as a non-fiction resource in P4-7. For children struggling with the core readers other texts can be used to support learning - Dandelion Readers (P1-4) and Storyworld Bridges and Satellites (P4-7). Each class has its own fiction/ non- fiction library and the school library in the ICT Suite contains a large selection of fiction/ non-fiction books, allowing children the opportunity to access a wide variety of texts.

Book Banding system
There are eleven coloured book bands. Your child will be given the opportunity to choose a book from their band to read and share with you at home. The books children read will vary in a number of ways, including layout, size, vocabulary and length, to give the children a rich diet of literature. The difference between each colour band is very gradual, so that children do not experience great difficulty moving through the bands. Within each book band there will be wide range of non-fiction and fiction books and there will be some small differences in the difficulty level of each book. Some books will challenge and extend reading skills, vocabulary and word recognition and some will consolidate. Occasionally your child may choose to read a book again from within a book band, this will be acceptable as reading familiar texts develops fluency and confidence. When your child has achieved all the targets for a particular band their class teacher will move them onto the next colour band. Progress through the bands is not automatic and it is important to ensure that children working in the early bands have secure understanding so that they remain in control of the task and well-motivated as they move on to more challenging texts. This is particularly important for children at the early stages of learning. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

Reading Skills include:
- developing an awareness of rhyme and patterns in language.
- using a variety of word attack and comprehension strategies when faced with unfamiliar/new text.
- awareness of common features of books and beginning to ask questions to help understand what they have read.
- sharing their ideas and opinions regarding texts they have read.
- locating information from a range of sources and select/sort information to support their views.
- using a range of reading tools and becoming metacognitively aware of what would be the most appropriate strategy to use and when.

- having real life opportunities to skim to ascertain the gist of a text or to scan for a specific piece of information.
- ability to read texts with increasing fluency, expression and accuracy.
- having opportunities to read between and beyond the lines of text in order to comprehend texts more fully.being provided with opportunities to apply their reading skills across a range of curriculum areas.
- experiencing a range of texts which offer appropriate levels of challenge and increase in complexity.
- the link between reading and writing is made explicit to learners so that they can begin to use some of the techniques and effective figurative language in their own writing.

Children at all stages should take their reading texts home for further practice each night.

Paired reading is used throughout the school in different formats using volunteers and buddying arrangements to build up confidence, fluency and comprehension.

Writing
Pupils will be given opportunities to write for a range of purposes in different genres with a clear purpose from the earliest stages. Writing has close links with other areas of the curriculum, for example Expressive Arts and creative writing, Science and functional writing and Social Studies and Critical Literacy. At Early Level, we develop writing skills by encouraging children to experience writing as an integral part of their learning through mark making, emergent writing, play contexts and observation of adults recording their thoughts and ideas. Interdisciplinary studies are likely to involve both research and a strong element of presentation, and provide valuable opportunities to extend language skills.

Writing genres taught:
- narrative/story
- instructions/directions
- information/report
- persuasive writing
- recount
- explanation
- personal writing
- poetry
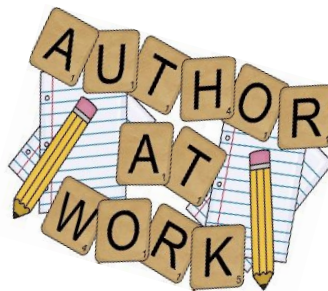
The main resources to support the delivery of the writing experiences and outcomes are:
- Foundations of Writing in P1.
- PM Writing approaches in P2-7.
- core targets of VCOP (**V**ocabulary, **C**onnectives, **O**peners, **P**unctuation).
- Jolly Phonics is used in P1.
- Active Literacy approach in P1-7 in developing phonic and word building skills.
- Nelson Grammar P4-7.
- Jumpstart Grammar
- Grammar skills are taught through PM Writing experiences P1-7.

These resources are used to develop:
- Writing skills
- Grammar
- Punctuation
- Spelling

Writing skills include:

- children should have opportunities to write effectively for a range of different purposes and audiences.
- opportunities to write for a range of real and relevant contexts.
- can plan, make notes and write at length with increasing confidence.
- Whole school approaches to writing are used in order to ensure children are developing skills in a coherent and consistent way.
- children have opportunities from the early stages to experience high quality texts and encouraged to consider, at their own level, what makes a good text.
- children should be given many opportunities to write at length for a range of purposes across the four contexts in order to improve achievement and attainment in literacy.
- continue to give a high priority to technical accuracy, presentation and developing children's understanding and use of punctuation, sentence structure and paragraphing.
- whole school approaches to writing are used in order to ensure children are learning skills in a planned and progressive way which builds on their prior learning.
- opportunities are provided for learners to familiarise themselves with a range of writing styles and genres which are planned into blocks of time so children have adequate experience.
- a wide range of vocabulary is used and children learn how to use this and apply this appropriately to engage the reader.
- children experience a range of figurative language, vocabulary, punctuation, effective sentence starters and conjunctions and know how to use these to make their writing interesting. (VCOP).
- children should be provided with quality models of writing and have opportunity to deconstruct these with the teacher so that they can begin to use such strategies in their own writing e.g. simile, metaphor.

Handwriting

Our Nelson Handwriting programme is taught regularly and systematically through P1-7.

Our aims in teaching handwriting are that our pupils will:
- achieve a neat, legible style with correctly formed letters.
- develop flow and speed and legibility.
- eventually produce the letters automatically and in their independent writing.

We encourage a high standard of presentation in written work and pupils are encouraged to take pride in the presentation of their work across all curricular areas and understand the importance of clear and neat presentation in order to communicate meaning clearly.

Primary 1

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed.

Primary 2-3

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of primary 3 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words.

Primary 4-7
During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Primary 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Spelling

Jolly Phonics is used for the teaching of phonics in P1 alongside the Phonological Awareness pack. In P2-7 we use the Active Literacy spelling approach and strategies which is a highly structured and systematic approach linked to all the pupil's literacy work. Fry's Common Word Lists are used to supplement spelling lists. During the teaching of spelling, the focus will be on the rule or pattern, rather than the words themselves. Pupils will be encouraged to identify sounds and rules within the word and 'sound it out' accordingly. They will be encouraged to link reading and writing by looking for spelling patterns and rules in the texts they read, and in their written work. Spelling homework will usually be set each week.

Spelling strategies we use:

1. **Look** at the word. Do we know any other words that look like this? Are there parts of the word we know or have seen in other words?
    Say the whole word.
    Cover the word.
    Write the word out 3 times.
    Check the word.

2. **Friday dictation** checks the week's spelling/common words we have been working on.
3. Active spelling strategies, sensory activities e.g., blue vowels, big/small writing, pyramid writing.
4. Active Literacy spelling strategies, 5 finger approach elkonin boxes, reciprocal teaching, diacritical marking.
5. Spelling word lists on the class spelling wall. New or technical vocabulary will be on display.
6. Train children to say "Is this how you spell it?" not "How do you spell it?"
7. "Show me" whiteboards for every child.
8. Magnetic letter boards with phonemes.
9. Magic line strategy- if child does not know how to spell a word, use a magic line for any part of the word you do not know. This keeps your writing going.
10. Proof-reading- check and correct own or others' writing.
11. Explicitly teaching how to use alphabetical ordering, dictionary, thesaurus, spellchecker.
12. Children checking their own spelling, using dictionaries, word books and displays.
13. Singing the alphabet.
14. Teach pure sounds, Jolly Phonics songs and actions(P1) Phoneme stories (P2-5)
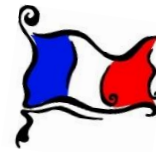
Modern Foreign Languages

We implement the Scottish Government's "1+2" policy for Modern Foreign Languages. More information about MFL 1+2 can be found at-

We teach:

- a progressive French programme from P1 to P7 (L2).

Unlike other countries' approaches, or previous approaches in Scotland, the "1+2" approach focuses on experiencing the target language 'little and often' in everyday classroom life.

The focus on the L1 is on the four competencies of writing, reading, listening and talking. This builds the self-confidence to engage in other languages.

Our introduction to the L2, Scots language, aims to familiarise the students with a second foreign language. This introduction is taught in addition to the L2 language.

Learning a further language will give additional opportunities to build on children's literacy skills so that they develop a greater understanding of how language works. With the right approach, it will give children the confidence to learn other languages in the future. We believe that learning any additional language is good for cognitive development.

When children move from P7 to S1 in High School, we aim to provide continuity of a modern foreign language into S1.

Scots Language

Scots is one of the indigenous languages of Scotland and is spoken by approximately 1.5 million people in Scotland and is or understood by many more. Children will regularly focus on learning about the Scots Language and learning how to speak, read and write in Scots. The whole school will also have a focus fortnight for Scots languages, history and cultures in January each year. Scots Language learning should not be restricted to this fortnight and should take place throughout the year. Further information for adults on Scots Language can be found at:

www.scotslanguage.com
www.dsl.ac.uk Online Dictionary of the Scots Language
http://lallans.co.uk The Scots Language Society

Health & Wellbeing

Physical Education

The Scottish Government expects 2 hours of active PE per week for all children. There should no exception to this except in the early days of P1 when children are settling in. The 2 hours may include reasonable changing time. The Active Schools Coordinator Team and school staff offer varied before and after-school activities such as sports and dance. We encourage children to attend a range of activities and not to stick to one activity all of the time. In this way, children will find out which sports they enjoy and can succeed in. Parents/carers receive an application form for each club their child can attend and places awarded on a first come first served basis. Please note that clubs are not for the purpose of

child care and should not be relied upon to provide child care. Children may not receive places in the same club every term.

Healthy Eating

We include Health & Wellbeing learning within many learning themes and most years children focus on at least one focused Health & Wellbeing theme. We offer healthy school lunches which comply with the Scottish schools' nutrition standards. We run a healthy tuck/snack shop in school and would encourage parents and children to make healthy snack choices. Parents should decide which snack children bring to school. However, we encourage fruit, vegetable sticks, water and milk. We discourage sweets, fizzy drinks and snacks containing high levels of fat, salt, colourings and sugar. We implement the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. This Act explains that best practice in schools includes:

- school meals containing low levels of salt and fat.
- promoting the eating of 5 fruit and vegetable portions each day.
- minimising the use of food as rewards, especially sweets and other unhealthy foods.
- advising our school community of healthy lifestyle "key messages" and discouraging certain food and drinks from being consumed.

Emotional Health and Wellbeing

At Neilsland we aim to provide a nurturing environment for everyone in our school community. We focus on our pupil's wellbeing and relationships to support their growth and development. Our nurturing approach allows us to support behaviour, wellbeing, attainment and achievement in school. We encourage good emotional and social health by using the following whole school approaches:

- Emotion Works: **Emotion Works** is an educational programme providing training and resources for teachers to help develop children's emotional literacy & wellbeing at school.
- the **6 Principles of Nurture** are embedded into our curriculum where:

  1. children's learning is understood developmentally.
  2. the classroom offers a safe base.
  3. the importance of nurture for the development of wellbeing.
  4. language is a vital means of communication.
  5. all behaviour is communication.
  6. the importance of transition in children's lives is recognised.

- building resilience through whole school assemblies, class lessons and follow-up activities.
- class Circle Time, teachers can use the Jenny Mosley manuals which are available in school.
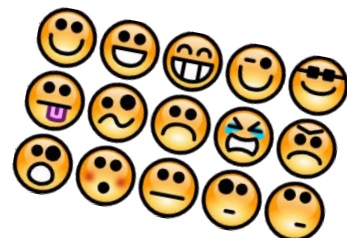
We also have targeted interventions such as Nurture Groups, Emotional Literacy and GUAB for children who need more intensive support for developing positive attachments, self-esteem, confidence, social skills and emotional wellbeing.

Relationships and Sexual Health Education (RSHP), Drugs Education

Our sex and relationships education programme develops from nursery to P7. The Experiences & Outcomes for this area of learning have been included in the themes at each year group. We will inform Parents/Carers when such learning is to take place within the class and offer opportunities to familiarise themselves with the language and resources

used. We will teach children about illegal drugs, alcohol, tobacco and other things which adversely affect human health. Children will be taught about how to keep themselves healthy by "doing", for example, children will cook, grow food, exercise and learn outdoors. Children are expected to show how to respect others and themselves in their everyday lives at school. In Scotland, all children have a right to access all curriculum Experiences & Outcomes. Parents/carers also have a right to withdraw their child from some or all RSHP education.

Religious & Moral Education

We are a non-denominational school with children and staff from different faith backgrounds and no faith background. We expect and develop understanding of, and tolerance towards, all faiths and people who have no religious faith. Children are taught about the major world faiths (Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism, Chinese New Year and associated traditions) Each year, children learn about a different world faith. This is outlined in a year-by-year teacher plan and a resources provided for each year group.

The right to withdraw from religious observance/ religious education.
The law allows parents to withdraw children from religious observance/ religious education. Where a child is withdrawn from religious observance, schools must make arrangements for the child to participate in a worthwhile alternative activity. This will normally be with another teacher/ class or pupil support assistant.

Technology

The use of technology is continually increasing and developing in every area of society, and this is only going to continue as our pupils grow up. In order to successfully prepare our pupils for life, learning and work, we need to ensure we are providing them with the skills they will need to be successful. Digital skills need to be taught alongside and embedded throughout the curriculum to develop, support, supplement and enhance the learning and teaching experience for all our pupils. Pupils learning will be supported using a range of digital platforms, in three main stages:
- learning how to use specific devices, websites, apps and resources.
- pupils choosing from different digital platforms to, research, create and present work.
- pupils choosing how to develop their learning, knowledge and understand with regards to a particular subject / topic area.

Safety online is an essential part of digital learning. Pupils need to learn how to keep themselves and others safe. Online safety will remain a priority throughout the school. Pupils will be made aware of issues related to online safety, sharing personal information, cyber bullying and the safe use of social media. Teachers will discuss and remind pupils about online safety during all digital learning opportunities with guidance and resources for teaching internet safety available at each stage throughout the school.

We will encourage children to:

Be Secure
- I will keep all personal information safe, even when using GLOW. If someone asks me for personal information I will tell my teacher straight away.
- I will make sure that my personal device is only every used by me, and I know I am not to use anyone else's personal device at any time.

Be Polite
- I will always treat others with respect.

- I will always ensure all posts / comments / messages etc. are kind, helpful or informative, and I'll never post anything which is inappropriate or likely to cause harm or offence to others.
- I will make sure that I re-read any posts / messages before I send them, to ensure the content will not offend or upset anyone.
- I will be respectful of other student's use of resources at all times.

Be Safe
- I will never share personal information over the internet (including name, address, age, phone numbers, etc.).
- I will only share / comment / post on my secure GLOW account (this includes GLOW email, Teams, Sway, Glow OneDrive, Glow PowerPoint, Glow word, Glow Forms).
- I will always speak to an adult immediately if I see anything online which concerns me.
- I will always ensure my device is connected to the school's secure RM network, and the connection is secure (with the padlock). I will ensure my mobile data is turned off before use during the school day.
- I will use the internet responsibly and only search for appropriate information. If I am unsure whether information is appropriate, I will speak to an adult before I start my search. If I find something inappropriate, I will tell an adult straight away.

Be Responsible
- I will always look after all devices I am using.
- I will use devices responsibly and sensibly, under the direction of the teacher. If I am not sure if it is a suitable time to use a device, I will ask my teacher.
- I will be mindful that once something is online, that information may be beyond my control.
- I will NEVER create / share / post anything which I would not wish other learners, teachers or parents to see.
- I am aware that EVERYTHING I do can be traced back to me at all times.
- I will only take photographs and videos of my own work. If I am creating videos or photos with others in, this will always be done ONLY with permission, and only on school devices. If I am uploading photos or videos to GLOW, I will ensure the connection is secure, I have permission from anyone in them, and I will only upload to GLOW, never any other website or social media.
- I will make sure that I am only using devices for educational / work related tasks and activities, and that I know that playing games is not permitted unless it is used for educational purposes or I am given permission by the teacher.
- I know I am not to use social media at all, at any time and I will only use age-appropriate websites and apps in school, at all times.

Interdisciplinary Learning (IDL)

Interdisciplinary Learning Themes
We develop all other areas of learning within interdisciplinary themes. For example within a "Roman" theme, children will work within expressive arts to make Roman shields or create artwork related to the Romans. They will work within social subjects to learn about the history, geography and modern legacy of the Romans. In Technologies, children will use computers and other technology to find out things and organise and present findings. In Science, children may devise experiments to create and test Roman catapults and forces, which travels fastest or can carry most weight. In Health & wellbeing, children would find out about Roman soldier working conditions and the diet of the different classes within Roman society and compare these with today. Within themes, children may also apply the discrete areas of learning such as Maths, English Language, Religious & moral Education.

Skills for Learning and Skills for Life

We will pay special attention to skills which children will need to learn effectively (e.g. how to access the internet safely) and lead full lives (e.g. how to use money, maps, instructions). This includes:

- promoting active, investigative, problem-solving and outdoor learning approaches.
- focussing on formative assessment approaches including personal learning targets set by all children discussing and planning next steps.
- enterprise education activities e.g. planning and holding fundraising/charity and whole school events.

These experiences may include:

- workplace experience, World of Work visitors to the school to talk about their professions.
- vocational experience (e.g. recycling, growing food).
- community partnerships (e.g. working with people).
- partnerships within the wider community (e.g. an environmental improvement project).
- entrepreneurial experience (e.g. growing food or plants and selling them, running a school show or assembly).
- social enterprise (e.g. raising money for a charity, running a poster campaign or writing to politicians, making a film about a topic we feel strongly about).

Citizenship

Citizenship education may include:

- participation by young people in decision making.
- choosing where their learning will go next.
- deciding what their learning targets are.
- school Pupil Council.
- Eco Group.
- taking leadership roles in school such as House Captains/ Vice House Captains, sustainability leaders, mentors, maths champions, reading buddies etc.
- visits to Council and Parliament.
- development of authentic community links.
- organising community events.
- taking part in community initiatives.
- participating in local sports, cultural and arts events.
- active approaches to learning.
- discussion and debate.
- investigation and problem solving.
- media awareness- investigating bias, propaganda, points of view, critical literacy skills.
- whole-school activities that raise awareness of citizenship issues, ethical decision making and shared values.
- links with schools and charities at home and abroad.
- global citizenship projects such as investigating climate change, supporting a charity abroad, finding out about life in a developing country
- making a campaign, poster, film, booklet about a human rights issue
- organising a diversity week, anti-racism/ equal opportunities studies and events.
- peace education e.g. investigating the effects of war, the use of child soldiers.

- investigating a scientific ethical issue such as using animals in scientific experiments.
- sustainable development- recycling projects, energy efficiency projects.

Sustainable Education
As a school community we will:
- improve the biodiversity of the school and local environment.
- reduce litter, waste, energy and water.
- reuse and recycle every day.
- devise efficient ways of travelling to and from school.
- promote healthy lifestyles.
- encourage active citizenship.
- build strong partnerships with a variety of community groups.
- develop international and global links.

We aim to "put into practice" and not just "learn about" good habits to reduce global climate change. We teach children that this is one of the most pressing challenges facing our world and we can all do something to help.

Assessment and Reporting Progress to Parents
We ensure our assessments are:

- fair
- proportionate
- valid
- reliable
- informing next steps in learning
- involving pupils
- providing opportunities to link together experiences and outcomes with and across curriculum areas.

Formative Assessment (of learning)
Most of our assessment will be assessment to inform a child's next steps in learning. For example a teacher may observe a child's writing and give feedback on what has gone well and what now needs to be improved. This mainly comprises of observations, conversations and supporting children to comment on their own learning and next steps. This comprises of teacher, self- and peer-assessment.

Summative Assessment (for learning)
We carry out summative assessments in reading, writing, numeracy and maths and phonic tests in infants. These kinds of assessments help us judge where a child has reached in a particular area of knowledge or skills development. We report to parents twice yearly what their child is learning and how well they are learning.

Standardised Assessment
We carry out a few standardised assessment tests and these are used to measure our own performance over time and compare our school performance with other schools. Tracking individual children's achievements over time allows us to:
- compare our school mean score with other schools' mean scores.
- compare our school mean score with the national mean score.

- compare specific groups with each other to check for inequalities in achievement e.g. boys with girls, children living in different Scottish index of Multiple Deprivation deciles, protected groups.
- compare class and year group mean scores to check performance across our school.

This data is for school use so that we can analyse our performance, decide on next steps in raising attainment levels and improve attainment and achievement over time. Our standardised assessment program is as follows:

- P1 Scottish National Standardised Assessment May-June Progress assessment in Literacy & Numeracy.
- P1 Early Literacy Screening Assessments December and April.
- P4 Scottish National Standardised Assessment May-June Maths and Literacy assessment.
- P7 Scottish National Standardised Assessment May-June Maths and Literacy assessment.
- MALT Maths assessments are carried out in September and December
- Every year spelling age (Shonnell), reading age (PM Benchmarking, NGRT) test and writing assessments are carried out.

Scottish National Standardised Assessments (SNSA)
Within South Lanarkshire Council primary schools, all children in Primary 1, Primary 4, Primary 7 and S3 will participate in Scottish National Standardised Assessments in literacy and numeracy. Scottish National Standardised Assessments are not designed to be used as an assessment for achievement of a level. They must be seen as one piece of assessment information and used with other assessment data to track children's progress and inform the next steps in learning. The main aim of standardised assessments is to inform learning and teaching. The overall data will be used as part of corporate performance reporting, together with a range of other performance information provided by schools. SNSAs are online, adaptive assessments using a cloud-based platform. The adaptive element means that questions are assessed in groups of ten resulting in the following questions being adapted to suit the ability of the child. Children are presented for SNSAs in the last school term (May-June) of the year.

The aims of national standardised assessments are to:
- assess progress in skills and knowledge in reading, writing and numeracy.
- assess pupils in P1, P4, P7 and S3 in line with nationally developed, and understood, expectations.
- provide individual, diagnostic reports on each child's and young person's progress, based on an on-line and adaptive assessment.
- contribute to, and support, teachers' professional judgment.
- provide standardised scores - consistent national reference points.
- promote Equity and Inclusion by allowing all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability.
- be administered at a time of the teacher and school's own choosing in line with guidance from the Local Authority and the school's Assessment Strategy.

Teacher Judgment of Achieving a Level
Teachers will judge whether a child has achieved a curriculum level or not. Teachers will use the National Benchmarks and assessment data to help judge whether a child has achieved a curriculum level or not. This is reported to parents (paper copy) at parent-teacher consultations throughout the year. We expect most children to reach:
- Early level by end of P1

- First level by end of P4
- Second level by end of P7

To be judged as having achieved a Level, teachers do not have to show assessment evidence for all curriculum experiences and outcomes. Evidence will come from:

- observations of day-to-day learning.
- coursework
- tests
- Learning Conversations
- planned holistic assessments where children apply their skills and knowledge
- standardised assessments

Teachers can judge that a child has achieved a curriculum level when the child has:

- achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the curriculum level.
- responded consistently well to the level of challenge set out in the experiences and outcomes for the curriculum level and has moved forward to learning at the next level in some aspects.
- demonstrated application of what they have learned in new and unfamiliar situations.

More Information on Assessment in School

Curriculum for Excellence Experiences and Outcomes http://bit.ly/2kCWkqk

Building The Curriculum 5 (Assessment Framework) https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/building-the-curriculum/

Diagnostic Assessment
We will carry out specific assessments with individuals or groups of pupils to measure skills in literacy, numeracy, cognition and other learning strategies. This helps us to identify strengths and next steps and to allocate additional support for learning resources appropriately.

Reporting Progress to Parents
In line with current Scottish Government guidance, we report to parents/carers using the following approaches which give parents/carers insights into what and how well their children are learning:
- parent-teacher consultations twice each year.
- homework/shared learning activities.
- Additional Support Plans (ASP's) for children with significant additional support needs.
- several times per year each class inviting parents into school to see share their child's learning e.g. assemblies, learning showcases and open afternoons.
- family learning events such as information evenings.
- school concerts/shows.
- school newsletters highlighting achievements and learning.
- Parent Council meetings.
- social media, school Blogs/Twitter.
- weekly certificates.
- phone calls.

Teachers will get in touch with parents if they are concerned about a child's progress or development. For example:
- friendships are not developing as expected.
- a child's well being has changed suddenly.
- learning will require significant additional support.
- the teacher has suggestions for home support in learning.

Moderation of Assessment
Schools are required to moderate their assessment to ensure consistency of teacher judgement. Teachers have the opportunity to observe each other teaching during Learning Trio sessions with stage partners. During CAT/ Inset Days teachers meet in their curriculum level groups (Early, First and Second Levels) to ensure consistency of assessment judgements. Teachers meet with our Learning Community colleagues to compare our assessment judgements. This involves planning, teaching, assessing and comparing. We compare our attainment data annually with other schools in South Lanarkshire and Scotland.

Home Learning
Children will be assigned home learning tasks which reflect and consolidate their learning in school. These tasks will consist of a variety of written, practical and research based learning activities. All our children are familiar with using Google Classroom and some homework tasks will be set using this platform.

Additional Support Needs (ASN)
An additional support need comes from anything which is a barrier to learning. Class teachers work closely with the SMT and the Support for Learning Teacher to identify and support pupils with additional needs. The Support for Learning Teacher may work alongside the class teacher in the classroom or withdraw children from class to work with them on an individual basis or in small groups. Parents will be contacted to discuss this before extra support is offered. We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

We provide support at four Intervention Stages:
- Intervention Stage 1: The additional support needs of children and young people are met and managed within class.
- Intervention Stage 2: The additional support needs of children and young people are met and managed within the school. For example, this might include additional support from the class teacher, Support Assistant, Learning Support Teacher or member of staff.
- Intervention Stage 3: The additional support needs of children and young people are met and managed within the school with support from partner services and agencies. For example, this might include support from the school's Educational Psychologist or the Specialist Support Team (SST), ,
- Intervention Stage 4: The additional support needs of children and young people are met and managed with the use of resources/support from partner agencies and services outwith Education Resources. This may in include support from the National Health Service (NHS), Speech and Language (S+L) or Social Work and can be in the form of a multi agency approach.The additional support needs of children and young people may be met and managed through placement in a specialist setting. For example this might involve placement in a special class or special school or service.

The schools additional support needs team (school leadership team, Support for Learning Teacher, Specialist Support Team and the class teacher) meet regularly to discuss pupil

progress and needs. Teachers can refer children when they are concerned about progress or wellbeing.

The team will decide to:

- monitor progress.
- carry out further assessment.
- provide additional support as required.

Some children with long-term, significant additional support needs will have an Additional Support Plan (ASP), Behavioural Support plan (BASP) or Health Plan written by school staff and any other relevant staff in consultation with parents. The "Named Person" for children of school age and over is the head teacher. The "Lead Professional" is the person leading on the most significant aspect of support.

Parents should discuss concerns about progress with their class teacher in the first instance.

Parental Involvement in Learning

Role of parents/carers

We value parents'/ carers' role in supporting their child's learning. Typically we would expect parents/ carers' support to include:

- ensuring good school attendance & punctuality.
- supporting positive behaviour & relationships.
- supporting learning, including homework.
- coming to parent-teacher consultation meetings.
- coming to curriculum evenings or parent open days.
- helping to get ready for transitions.
- volunteering some time for school events where this is possible.
- involving yourself in helping to run/organise or attending school events.

We can assist in accessing support for families to support their child if this is needed. Please ask the school's Senior Leadership Team for more information about this in the first instance. Such support includes:

- classes for parents to find out more about children's behaviour, growth & development and how to best support your child at different stages of development.
- access to support services for children and families.
- advice about your child or family circumstances.
- financial support to meet some or all of the cost of the school day, for families with low incomes.

We also run Family Learning events every year on a range of topics. Recently these have included:

- your child starting P1 or S1.
- curriculum information/showcases.
- opportunities to come into class and share your child's learning.

Curriculum Review

Scottish schools build their curriculum in consultation with their whole school communities and within the national curriculum framework called "A Curriculum for Excellence". In our school, we carry out a large-scale review of our curriculum every 3 years. This involves parents/carers, children, staff & key partners. We also take account of Scottish Government and South Lanarkshire Council priorities. From this, a curriculum change plan is produced. This is implemented over the following 3 years and the work streams are divided up into our

annual school improvement plans (SIPs) The findings of the curriculum reviews and the subsequent SIPs are published on our school website.

Useful links
For parents requiring more detailed information on curriculum areas or approaches to learning, the following publicly accessible information might be useful.
https://education.gov.scot/education-scotland/

Date: August 2021