



Education Resources

Neilsland Primary School Handbook 2023-2024



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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.



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 24th October 2013, we moved in to our new building. The new school has 7 classes, nurture area/library, 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.



Scan the QR code or follow this link <https://www.thinglink.com/scene/1418999363354492930> to see inside the school and meet some of the people who work there.

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	www.neilslandprimary.co.uk	
Email:	office@neilsland-pri.s-lanark.sch.uk	
Twitter	@neilslandps	
Phone Number	01698 286405	
Head Teacher	Mrs P. Kelly	
Principal Teacher	Mrs C. Brock	
Principal Teacher (Equity)	Mrs J. Marnie	
Class Teachers	Mrs J. Marnie Miss R. May Miss G. Cassidy Ms H. Craig Mrs K. Kennedy	Mrs C. Gilroy Mrs A. Cullie Mrs C. Mark Mr C. Connor
Specialist Support Teacher	Mrs J. Condie	
Educational Psychologist	Miss H. Kyle	
Support Staff (Classroom)	Mrs K. Gardiner Mrs J. Barnes Mrs L. Lamont Mrs N. Edwards Miss R. McKay Mrs A. Nisbet Ms L. Hamilton	
Support Staff (Clerical)	Mrs H. Fairfull Mrs G. Hare	
Janitor	Mr S. Minto + Cleaners	
Dining Staff	1 Cook + 2 Dining Assistants	
School Chaplain	TBC	

Present Roll 154

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

School Hours 9.00 to 10.45 (P1 and P2 pupils 8.55)
10.45 to 11.00 – Interval
11.00 to 12.30
12.30 to 1.15 – Lunch
1.15 to 3.00 (P1 and P2 pupils 2.55)



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.

Pupils can enter and leave the school from the red, blue or yellow gates which are marked. If your child is being picked up at home time, please ensure they know which gate they are being collected from.

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. Attendance is monitored on a monthly basis and parents supported where necessary. 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



Sharing Concerns

Most parents/carers have a concern at some point whether about their learning, friendships, behaviour or general wellbeing and may wish to contact the school. Our policy is to deal with worries or concerns quickly and sensitively. Parents/carers should contact the school either by telephone (01698 286405) or email office@neilsland-pri.s-lanark.sch.uk. A member of staff will always be available to discuss any issues. We hope to help resolve any concerns 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/downloads/file/13457/parents_as_partners_-_strategy_2019`](http://www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019)

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 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 am very happy with the school. Care and welfare is a priority. The school feels like a village school which has a real sense of community.
P2 Parent

The school are incredibly supportive towards all children and parents. The wellbeing of the children is always the main focus.
P5 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.
P7 Parent

The wellbeing 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.
P2 and P5 Parent

Parents are involved in school life. My child has really grown in confidence because of the care and support she has. Staff are always there to listen and help.
P3 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
- Engage Parent Forum- www.engageforeducation.org
- National Parent forum for Scotland- www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council- www.southlanarkshire.gov.uk

4. School Ethos

Our Vision and Values

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 five 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 award based on one of our school values. 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;

I like the staff and all of the pupils are kind.
P7 pupil

I like the Book Nooks and Eco Club. We make things to sell to make money for school funds. All of the teachers are supportive.
P6 pupil

You learn new things every day, like maths. This week I learned BIDMAS and more prime numbers.
P7 pupil

Teachers help you if you need help or find anything tricky. Everyone is nice and kind to you.
P5 pupil

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

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 Chris'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 opportunities to engage 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 21st 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 curricular areas are as follows:

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



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

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

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



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.

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 and tracking progress

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

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

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 support P7 before they move on to secondary school.

Change of School/Placing Request

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

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

If you move outwith your catchment Primary School a 'request to remain form' must be completed. If you move outwith your catchment Primary, this may affect your right to transfer to the associated Secondary School. Please note the Secondary School is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support services on edsuppserv.help@southlanarkshire.gov.uk or **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 (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps



unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

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

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

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 Jenny Condie.

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

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

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

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

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this 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 accessible by teachers and staff.

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. A full copy of our School Improvement Plan is available for any parent/carers 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 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 2021/2022:

Our priorities for session 2021-2022

Priority 1: Improvement in attainment in literacy (reading)

- The school signed up for Reading Schools award and were awarded Silver Reading Schools award.
- The Reading Schools action plan was integrated fully into all forward planning.
- All staff engaged in CLPL via INSET, courses, professional reading and webinars.
- Following extensive consultation with pupils regarding the requisition of texts, a range of new books were purchased for all stages, including fiction, non-fiction and contemporary books.
- The school library has been re-established and is used weekly by all pupils.
- All P7 pupils were trained as junior librarians.
- The majority of P5 and P6 pupils were trained as paired readers.
- Book Nooks have been established throughout the school and are used by all pupils.
- All classes have class Book Buzz areas and Reading Forests have been established for use by all classes and adults within the school.
- Library time, Reading Forest time, Book Nook time and DEAR time are all now part of weekly planning.
- All staff and pupils engaged in a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focused assemblies.
- Each class has 2 Reading Ambassadors who encourage Reading for Enjoyment at class level and who contribute to the Reading for Enjoyment school improvement group.
- Most classes visited the local library.
- Mobile playground libraries have been established and are available throughout the week to all pupils.
- A wide of range clubs to promote reading for pleasure were implemented for all stages over the course of the session, including Torchlight Bookclub, Breakfast Bookclub, Lunchtime Bookclub, drop-in library sessions and Book Tasting Club. All clubs were very well attended with 33% of pupils attending at least one of the extra-curricular reading clubs.
- Reading experiences were shared with whole school community through assemblies, reading clubs, Google Classroom tasks, 'Ask Me What I'm Reading' lanyards, book recommendation bookmarks, book themed displays, use of book barrows, Scottish Book Week, Poetry Day, reading rivers and World Book Day.
- P7 worked collaboratively with other schools within the Learning Community on Reading Schools based transition activities.
- A range of assessment tools including standardised assessments provide evidence of attainment in reading, which support teacher professional judgement of attainment of a level. It also allows us to ensure that children are grouped appropriately and to meet pupil needs. All assessment data is interrogated termly through tracking and monitoring.
- All staff report increased capability, capacity and confidence in the learning, teaching and assessment of reading.

- Almost all children are confident and motivated in reading lessons. They can explain why reading is important and can talk reflectively about their learning. Learner conversations (Let's have a blether sessions) allow children to spend quality time with CT, PT, HT and parents/carers, evaluating their work, identifying strengths and next steps.
- Regular consultation and communication takes place with the full school community through monthly newsletters, assemblies and pupils/parent questionnaires.
- Opportunities to enhance reading for enjoyment, parental engagement and family learning have been offered to all pupils from P1-P3 through story sacks which go home on a weekly basis.

Priority 2: Improvement in attainment in literacy (writing)

- Our newly developed writing program ensures a consistent approach to writing across all stages, with clear IDL links and appropriate choice and challenge.
- Our writing program is well structured and working on blocks of set genres allows for skills and knowledge to be developed over time, allowing our learners to enhance their skills in writing within contexts that are both interesting and engaging.
- New planners have been developed for all levels and sub-levels to ensure coverage of all experiences and outcomes.
- Planning is proportionate and manageable, identifying what is to be learned and assessed.
- All teaching staff have consistently high expectations of almost all learners.
- Almost all pupils benefit from a supportive learning environment, with lessons and activities differentiated to meet a range of learning needs.
- All teachers make very good use of the benchmarks when identifying learning intentions and success criteria.
- Success Criteria (SC) and peer- and self-assessment across all stages is evident in almost all writing sessions.
- Feedback, including next steps, is linked to Learning Intentions (LI), Success Criteria (SC) in almost all writing sessions.
- Class visits and forward plans have also shown that teachers are making very good use of the benchmarks to identify appropriate learning targets for pupils. As a result, most pupils are able to talk about what they are learning in writing.
- Feedback is delivered using an agreed cycle, to incorporate self, peer and teacher assessment. As a result, most pupils can identify what they need to do to improve their writing. Access to core targets also ensures that most pupils can talk about the skills they must continue to develop across all writing pieces during the year.
- Teachers make very good use of assessment information, both summative and formative, to inform next steps in learning.
- Almost all teachers differentiate effectively through use of resources, teaching methods and support, including the use of technology.
- CLPL opportunities have been provided for all teaching staff to enhance their knowledge of writing resources and pedagogy.
- Additional information has led to increased interventions for pupils who need it, including the use of 5-minute literacy boxes and additional targeted teaching support. There are now 100% of learners with an identified need accessing appropriate interventions in literacy and writing.
- SSAs and additional teaching support within writing lessons has increased the ability to support learners, particularly those with dyslexia or literacy difficulties.

- Whole school moderation and learning trios have provided opportunities for all teaching staff to engage in professional dialogue, to observe pedagogy and to moderate own practice. Almost all teachers report increased confidence in making professional judgements against benchmarks.



Priority 3: Improvement in children and young people's health and wellbeing

- Attachment Lead and ambassadors were identified comprising of SLT, CT and SSA.
- All staff completed SLC Attachment training.
- An Attachment pledge board has been created in the in main corridor.
- An Attachment leaflet was developed and shared with all parents/carers.
- Parent/Carer Attachment survey was sent to all parents/carers. The results were analysed and used to inform practice within the school.
- Our work on Attachment has reinforced our vision and values across all stakeholders, resulting in a sense of ownership across staff, pupils and parents/carers.
- School Educational Psychologist delivered training on ACEs and PPRUDB to all staff (Feb '22). Some staff have engaged in further reading and CLPL on ACES. This has helped all staff to develop a greater understanding of children's behaviour and responses in different situations. It has also contributed to further developing the positive, nurturing ethos within the school. This is evidenced in learning walks and conversations with all pupils and staff and in evaluations and questionnaires completed by both staff and children.
- There has been a variety of after school and lunchtime clubs led by specialists, teachers and pupil leaders from the upper school. 76.4% of children from primaries 1-7 have attended one or more extra curricular club.
- Peer mediators have been trained and introduced in the P3-7 playground. Playground incidents have reduced by 27%.
- The Attachment/Nurture co-ordinator revisited nurture principles in August with staff. They have been incorporated into Health and Wellbeing planning and delivery over the course of the session. Nurture Principles are integrated into all HWB planning, weekly assemblies and all peer and SLT class observations.
- The nurture area continues to offer very effective support for pupils who need access to nurture and for delivering programs such as Give us a Break, Emotional Literacy and Draw/Talk. Daily morning nurture sessions have taken place throughout the session for identified children. Twice weekly afternoon nurture sessions have taken place for identified groups of children. Attendance and punctuality has improved for all children who attended. Engagement has increased for 83% of the children who attended nurture. For almost all pupils accessing this support there has been a very positive impact on social relationships, attendance, behaviour, emotional wellbeing and engagement in learning.
- All teaching and support staff use Emotion Works with the children. The language of Emotion Works is used consistently in school by all staff in all dealings with pupils – both in and out of the classroom. Almost all children have a better ability to recognise and understand their feelings and emotions, including triggers for some negative emotions.
- We have engaged with a range of partners to develop resilience and confidence in targeted groups of pupils, including Forest Schools: these partnerships have led to positive

experiences for our most vulnerable pupils across all stages and have been highly commended by parents, learners and staff;

- We are beginning to raise awareness among pupils and parents of the impact mental and emotional wellbeing can have on learning. All pupils have participated in the bi annual GWMA assessment, providing the opportunity to comment on the key indicators of feeling safe, healthy, achieving, nurtured, active, respected, responsible and included; the analysis of these assessments have been used to inform practice in all classes.
- Some pupils have been supported by Wellbeing Scotland as part of the Counselling in Schools programme. This has resulted in improved attendance and engagement levels for all children involved.



Ensuring and Equity

Punctuality

- During session 2021-2022, punctuality has been monitored on a fortnightly basis, data collected monthly and shared with SLT and all staff.
- Supportive telephone calls have been made to families where a pattern of lateness was identified. This was monitored fortnightly and with a few families daily, with support being offered.
- The number of children late for school has decreased gradually over the course of the session.
- During CAT/Inset days the importance of punctuality was revisited with all staff. Monthly punctuality figures were issued to staff. Daily dialogues took place with class teachers where regular lateness was identified.
- The Equity PT directed staff to clips/online videos to be used with children when discussing punctuality on a termly basis.

Numeracy:

- Maths Recovery and/or Numeracy 5 minute box interventions were implemented 3 times a week with identified pupils
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessment utilising in-school numeracy assessments, including high quality assessments on termly basis, MALT (biannually) and SNSA for P1/4/7 pupils in May 2022.
- The number of children from SIMD 1/2/FME scoring 3 or above in Leuven scale in numeracy is 97% (almost all).

Literacy:

- Literacy interventions were implemented 3-5 times a week.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessment utilising ongoing PM Benchmarking, NGRT assessments in October and May, Burt and Salford Assessments May/Dec, 5-Minute Box assessments, ongoing

Active Literacy assessments, ongoing class based reading and spelling assessments and SNSA for P1/4/7 pupils in May 2022.

- The number of children from SIMD 1/2/FME scoring 3 or above in Leuven scale in reading is 94% (almost all).
- The number of children from SIMD 1/2/FME scoring 3 or above in Leuven scale in writing is 95%

Sensory Room

- A sensory room and sensory walks have been created to provide individuals and groups of identified pupils the opportunity to self-regulate in order to reduce time spent out of class by at least 5%.
- All children who have used/are using the sensory room and sensory walks are spending more time in class.

Stationery Stations

- Stationery stations have been established in all classes to ensure that all pupils have access to key learning resources and snacks.
- 82% of the identified children found the stationery station resources useful in helping them to complete their schoolwork.



Our priorities for session 2022-2023



Neilsland Primary School School Improvement Plan 2022/23



Our Priorities for 2022/23	Priority 1: Raise Attainment in Literacy	Priority 2: Raise Attainment in Numeracy	Priority 3: Raise Attainment in Literacy and Numeracy	Priority 4: Promote Health & Wellbeing in children, parents, carers and staff
What do we want to achieve? (Outcomes)	<p>Further develop pupil engagement in Reading for Pleasure.</p> <p>Increase the number of children achieving expected level in Reading P1-P7</p>	<p>Further embed the use of Number Talks and Maths Recovery approach, across P1-7 and introduce termly maths challenges.</p> <p>Increase the number of children achieving expected level in Maths in P4 - P7.</p>	<p>Establish approaches to Play in P1.</p>	<p>Provide opportunities for extra curricular participation across all stages.</p> <p>Provide opportunities for face to face learning experiences for parents and carers and their child/ren within the school environment.</p> <p>Further embed the 6 principles of Nurture, SLC Attachment Strategy to support attendance and punctuality.</p>
How will we know? (Measures)	<p>Achieve 'GOLD' status as a Reading School</p> <p>Reading attainment will increase by 3%.</p> <p>By June 2023, the number of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will be 95%</p>	<p>Agreed expectations for high quality Numeracy lessons will be outlined within a Numeracy Policy.</p> <p>Numeracy and Mathematics attainment will increase by 3%.</p> <p>By June 2023, the number of children who score 3 or above for engagement in Numeracy using the Leuven Scale of Engagement will increase by 2%.</p>	<p>Creation of a Play policy.</p> <p>Attainment in Writing and Numeracy will increase by at least 5% in P1.</p> <p>Most P1 children will show improvements in their language development.</p>	<p>At least 80% of children will attend at least 1 extra-curricular club during session 2022-2023.</p> <p>Whole school attendance will be above 93%. The number of late comings will decrease by 25%.</p> <p>Over 50% of families will engage in at least one planned family learning experience.</p>

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.

The use of pupil funding to support equity

As a school, we receive money from the Scottish Government in relation to the number of children who receive free school meals. This money is known as 'Pupil Equity Funding' (PEF) and this year we have been allocated £68, 600. After consultation with staff, children and parents/carers when PEF was first allocated to schools, we decided to use this money to fund an additional 2 members of staff, namely a class teacher (0.4) and a support assistant (20 hours). We have also appointed a PT of Equity to lead all developments in relation to equity within the school. This year, we have also employed a Youth Family Community Learning Officer 1.5 days a week. She works with children and families to support family learning, as well as to help improve pupil attendance and punctuality.

In addition, we have agreed to purchase additional Numeracy and Literacy resources (including texts to support the 'Reading Schools' initiative), together with new resources to support outdoor learning across the school.

As part of participatory budgeting, we have also allowed stakeholders to take responsibility for deciding how 5% of our PEF money (£3,430) will be used. Following an extensive consultation exercise, it was agreed that this would be spent on funding external coaches to deliver extra-curricular clubs, trips and excursions and outdoor learning resources.

11. School policies and practical information

Nursery

All children attending a local authority nursery will be provided with a free lunch. In addition, if your child attends long mornings or afternoons e.g., over 4 hours 30 minutes they will be provided with a 'brunch' or 'afternoon tea'.

Nursery lunches and snacks are based on nutritional requirements from the NHS "Setting the Table" guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment.

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

All primary aged pupils are also offered a free breakfast within their school. The selection available includes cereal, toast, fruit and milk.

For their lunch each day pupils have the option to choose from two hot meal options, a snack option plus a vegan / vegetarian option. These are all served with vegetables or side salad. All **meals** also come with fresh chilled drinking water, salad, seasonal fruit and depending on the day - soup or a dessert.

Pupils in:

- Primary 1 - 5 receive a free school lunch.
- Primary 6 - 7 meal cost is £2.00

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

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

Special diets

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

Free School Meals

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

- Income Support, Universal Credit (where your take home pay is less than £660 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £7,920 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £17,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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

We would encourage parents of children who are in receipt of any of the above benefits to take up 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 8.25am 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. 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

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

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school. If you have any difficulty in identifying your catchment school, please email Edsuppserv.helpline@southlanarkshire.gov.uk.

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

Parents within the catchment area will be advised via social media that they can begin using the online registration form to enrol their child for school in August 2023. The registration form along with the child's full birth certificate and 2 proofs of residency will be sent directly to the office email address will be available from 9 January 2023.

If your child attends nursery of your catchment school don't assume that they will be automatically transferred. You must register them as normal.

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. An online placing request form is available from the SLC website – www.southlanarkshire.gov.uk, or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Enrolment date for 2023 is week commencing 16 January 2023.

P1 children will attend for a full day from Wednesday, 16 August 2023.

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 complete a form online www.southlanarkshire.gov.uk or contact **0303 123 1023**. 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 privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available

www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport or phone **0303 123 1023**.

Pick-up points

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

It should be noted that it is the 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

Promoting positive behaviour

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



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

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

In addition, a guideline Promoting Positive Relationships and Behaviour has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect

of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

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

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

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

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

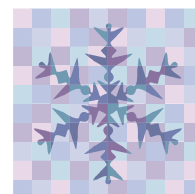
- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

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

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

Information on emergencies

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



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

If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email 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).

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 2023/2024

Break	Holiday dates		
First Term	Teachers In-service	Monday	14 August 2023
	In-service day	Tuesday	15 August 2023
	Pupils return	Wednesday	16 August 2023
September Weekend	Closed on Re-open	Friday Tuesday	22 September 2023 26 September 2023
October Break	Closed on Re-open	Monday Monday	16 October 2023 24 October 2023
	In-service day	Monday	13 November 2023
Christmas	Closed on Re-open	Monday Monday	25 December 2023 8 January 2024
Second Term			
February break	Closed on	Monday & Tuesday	12 February 2024 13 February 2024
	In-service day	Wednesday	14 February 2024
Spring break/Easter	Closed on Re-open	Friday Monday	29 March 2024 15 April 2024
Third Term			
	In-service day	Thursday	2 May 2024
Local Holiday	Closed	Monday	6 May 2024
Local Holiday	Closed on Re-open	Friday Tuesday	24 May 2024 28 May 2024
Summer break	Close on	Wednesday	26 June 2024
Proposed in-service days	15 & 16 August 2024		

Notes

- ◆ Good Friday falls on Friday, 29 March 2024
- ◆ *Lanark schools will close Thursday, 6 June 2024 and Friday, 7 June 2024*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2023 and Thursday, 28 March 2024)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday 26 June 2024)
*Two in-service days proposed 15 & 16 August 2024.

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

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

Contact Details

Education Scotland's Communication Toolkit for engaging with parents

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

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

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

Parental Involvement

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

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

School Ethos

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

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning

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

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

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

Information on the Senior Phase

Information on Skills for learning, life and work

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

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

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

Assessment and Reporting

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

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

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

Transitions

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

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

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

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

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

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

Support for Pupils

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

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

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

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

School Improvement

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

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