



Education Resources

Newfield Primary School and Nursery Class Handbook

January 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

Disclaimer

Although this information is correct at time of printing there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question in relation to subsequent school years. We will do all we can to let parents know about what is going on in our school.

Introduction by the Head Teacher

On behalf of the pupils and staff I would like to warmly welcome you to our school. My name is Laura Horn and I am privileged to be the Head Teacher of Newfield Primary School and Nursery Class.



The original Newfield Primary opened in August 1979 and served us well for many years. We moved along the road into our modern new school in August 2011. Our new building has the resources and technology to provide exciting and motivating learning for our pupils and is a delight to work and learn in.

The ethos at Newfield is happy, supportive, nurturing and caring. We have high expectations of pupils' learning, we promote positive behaviour and good relationships. Our overall aim is to fully prepare our children for adult life in the 21st century. We hope that through reflection and our process of continuous improvement that we will all be 'Growing into Excellence'.

The staff team at Newfield work together to nurture every pupil to reach their full potential. We encourage all our pupils to develop a love for learning and strive for excellence. We encourage all our children to play a responsible and caring role in the life of our school and within the local community and beyond.

Our community is an extension of our school and we aim to develop relationships in an atmosphere of trust and partnership. We welcome the opportunity for you to be a partner in your child's learning and we encourage you to become involved in the life of the school.

Good communication with you is very important to us and we use a variety of ways to get information to our families. As well as emailing letters home we also use our Twitter site: **@NewfieldPS** and our website: www.newfield-pri.s-lanark.sch.uk Details for all of these methods of communication can be obtained at the school office.

This handbook aims to tell you about our school and Nursery Class. It includes important information about our curriculum, activities, and policies as well as information about the general life of the school. We hope you find it useful and informative. If you have any questions or queries, at any time, please don't hesitate to contact the school.

Kind regards,



Laura Horn, Head Teacher

About our School and Nursery Class



Newfield Primary and Nursery Class
Muirhead
Stonehouse
ML9 3HG

Phone: (01698) 792084

Fax Number: (01698) 792537

Email: gw14newfieldpsoffice@glow.sch.uk

School Website: www.newfield-pri.s-lanark.sch.uk

Newfield Primary School is one of 123 primary schools throughout South Lanarkshire Council. It is a non-denominational, co-educational school, the current roll is 227 pupils from Primary 1 to Primary 7. This session (2023/24) we have 9 classes and a Nursery which caters for up to 64 children.

Our School Day

Start	9.00am
Interval	10.40am - 10.55am
Lunch P1-3 pupils	12.15pm – 1.00pm
P4-7 pupils	12.35pm - 1.20pm
Close	3pm

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in 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.

The priorities for all schools in South Lanarkshire are set out on the back page of the handbook.

Contacting The School

If at any time during the year you wish to contact the school then please let us know. A note can be written in the child's Ready, Steady, Learn or a phone call made to the office. Telephone appointments can be arranged for before or after school with the class teacher or at a convenient time with either the Depute or Head Teacher. Should something very urgent occur, then please contact the Head Teacher before the situation becomes worse.

We are always willing to discuss your children and their education - remember we are part of one community and it is important that we work together for the benefit of our young people and their future.

If you wish to visit the school prior to enrolment, please contact the office and we will make arrangements for you to be shown round by a member of staff.

At Newfield Primary we have an open door policy.

If you wish to contact the school please do so. We will discuss questions with you, privately and confidentially. All information given to the staff is confidential and would not be discussed outwith the professional situation.

If you have a questions about any aspect of the school, please speak to the staff. This will be dealt with immediately.

As a school, we have close links with many other agencies; health services, social work, psychological services and other education services. If we cannot help you we can often contact someone who can, so please feel you can approach us for any help you may need.

Should you have an issue or concern please contact the school in the first instance. You may also contact Education Resources and, in the case of the Nursery, The Care Inspectorate.

School Ethos

We consulted all stake holders in the 2017/18 school year and again last year to develop our Vision, Values and Aims.

Our Vision is, '**Growing into Excellence**'.

Our Values are: **Leadership**
Equity
Achievement
Resilience
Nurture

Our Aims are:

- We aim to develop a safe, caring and supportive learning environment where all achievement is celebrated.
- We aim to equip all our learners with skills that will help them to reach their full potential.
- We aim to work together and encourage each other as one school community.

To help achieve our vision we do not confine our activities to the classroom, but provide opportunities for a wide variety of outdoor experiences. We also include sport, music, art and community involvement. The teacher's role is to provide experiences and facilitate opportunities through which our pupils will learn. We work to build pupils' self-esteem and self-worth and to show that the whole school community celebrates their efforts and their special occasions.

We celebrate our pupils' achievements throughout the school week; however, special mention is made of achievements at the weekly assembly when the pupils receive certificates for their efforts. At the end of the school year we hold our annual awards ceremony where we celebrate our pupils' achievements and look back on the school year.

Our committees have been very successful in the past few years. We have our 10th Green flag from Eco School Scotland, our Reading Schools Award and we have achieved three Gold SportScotland Awards.



There are many opportunities for the children in school to take part as members of the local community. The choirs and sports teams take part in events which are organised in the village and the children take part in Stonehouse Gala Day and Gala activities.

Sport plays a key part in our education here at Newfield Primary and we were awarded with South Lanarkshire Sporting Primary School of the Year in June 2019. This was in recognition for all our involvement in sporting activities and the promotion of sport throughout our curriculum.

School and Community Links

We actively foster links with individuals and agencies in the community.

These include Road Safety, Health Agencies, The Machan Trust, Clyde and Avon Valley Landscape Partnership and local businesses. Contact with other members of the community is also developed and, over the past few years, the school has had strong links with St Ninian's Church, Canderavon Care Home, Stonehouse Better World Group and Stonehouse Business Association.

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

Fundraising for various charities is encouraged and parents, staff and pupils are always extremely generous and supportive of our ventures each year.

The Newfield Primary Team

Head Teacher	Mrs Laura Horn	
Depute Head Teacher	Miss Denise Corke	
Principal Teacher	Mrs Marion Montgomery	
	Mrs Lynsey Forsyth	P.7
	Mr Stephen Rae	P.6
	Mrs Alix Jones	P.5
	Mr Robbie Kennedy/Mr Jamie Paterson	P.4
	Mrs Lauren Murray	P.3/4
	Miss Sarah McLean/Mr Jamie Paterson	P.3
	Mrs Amanda Johnston	P.2
	Mrs Denise McCafferty	P.1
	Mrs Summer Smith (Mon,Tues,Wed)	Writing Support
	Mr Jamie Paterson	CCC
	Mrs Dawn Potter	CCC
Team Leader	Mrs Kerry Hughes	
School Support Staff	Miss Alissa Marie Delaney	
	Miss Linzi Hamilton	
	Mrs Margaret Hamilton	
	Mrs Louise Hume	
	Mrs Angela Robinson-Brown	
	Mrs Jane Wilson	
Janitor	Mr Tom Shaw	
Cook In Charge	Mrs Susan McCormick	
Catering Staff	Mrs Shona Thomson	
	Miss Suzanne Campbell	
	Mrs Liz Watson	
Cleaning Supervisor	Mrs Fiona Copeland	
Cleaning Staff	Ms Claire Mackie	
	Mrs Shona Thomson	
	Mrs Liz Watson	

The Newfield Nursery Team

Our Nursery provides a fantastic learning environment for our younger children. The experienced team work closely together to ensure our children have positive learning experiences in a supportive and welcoming environment.

Application forms for registration are available from the school. It should be noted that even if you register your child for nursery in a school this does not mean that they will automatically be enrolled at this school when they are ready to start primary school.

Nursery Hours

Start and finish times: 8.45am - 2.45pm

Lead Nursery Manager	Miss Denise Corke
Nursery Team Leader	Ms Roslyn Thomson
Early Years Worker	Mrs Mel Anderson
	Mrs Fiona Bell
	Mrs Jennifer Boyd
	Mrs Nicola Connor (Wed PM, Thur, Fri)
	Miss Jade Fulton
	Miss Jodi Lawrie
	Mrs Natalie McClure
	Mrs Vicki Thomas (Mon, Tues, Wed AM)
	Mrs Charlotte Valentine
Nursery Support Staff	Mrs Heather Burns

Attendance

Attendance at school

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- If you know in advance of any reason why your child is likely to be absent from school, please telephone the school or let us know via email;
- **Notify the school before 9.00am on the morning when your child is going to be absent.** This can be done by phone and pressing 1 when prompted or emailing the school. Please let the school know the likely date of return and keep them informed if the date changes. Phone calls from the school office will begin at **9.30am** should we have no note of your child's absence.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

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 as soon as possible. We shall keep in touch by the most appropriate method at the time normally via our social media channels.

In cases of severe weather in the morning such as snow and a heavy frost and if there is a reason the school cannot open in the morning at the normal time, we will adopt the protocol for a delayed start until 10am.

If this is the case a message via social media and on the council's website will be posted.

The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

Things we need you to do:

- 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 – ask them what they have been doing.

- respect and adhere to the school's policies and guidance.
- 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.

Family holidays during term time

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

If your child is taken on a family holiday during term time, then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are able to demonstrate they have been 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

Parental Involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website:

www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

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

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school,
- Fully informed about your child's learning,
- Encouraged to make an active contribution to your child's learning,
- Able to support learning at home,
- Encouraged to express your views and involved in forums and discussions on education related issues.

Every parent with a child at school is automatically a member of our parent forum. The Parent Council is a formal group, with a constitution, and acts as the Parent Voice of the school.

Parent Council

Newfield Primary has a very active Parent Council whose members are dedicated to working in partnership with the school to enhance the children's educational experiences. We welcome new members to join us and although you may not be able to attend all the meetings, if you can help in any aspect of the activities of the Parent Council then we would love to hear from you.

Parent Council Contacts

Chairperson: Vicki Malone vicki1301@hotmail.co.uk

Secretary: Jennifer Baillie

Treasurer: Susan Brown

Parent Helpers

At Newfield we have a fantastic number of parents and friends who help out in class, on outings, with clubs and in many other ways. Our volunteers make a huge difference to the activities we can offer and the way children learn. We also ask our parents to share their expertise with us through visits to talk about careers and tell us about interests they have that relate to the learning in classes. We welcome all volunteers and have a range of Secondary pupils, people seeking work experience with children, parents and grandparents. All adult helpers are required to have membership of the Protection of Vulnerable Groups (PVG) Scheme. Please speak to Mrs Hughes in the office for more details.

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

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

The Curriculum

Curriculum for Excellence

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

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curricular areas 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://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

Early

First

Second

Stage

The pre-school years and Primary 1 or later for some.

To the end of Primary 4, but earlier or later for some.

To the end of Primary 7, but earlier or later for some.

Challenge and enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their best effort.

Breadth The curriculum should provide opportunity for learning within and beyond the classroom, in a variety of learning contexts. Learning through a wide range of well-designed activities will also offer relevance, coherence and breadth.

Progression Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework provided by Curriculum for Excellence.

Each stage should build upon prior knowledge and achievements and pupils should be able to progress at a rate which meets their needs and aptitudes. Active learning will promote the development of logical and creative thinking and encourage a problem-solving approach.

Depth The encouragement of depth of learning challenges us to think beyond the notion of progression as moving quickly from one topic or level to the next. The time spent on discussion of learning, explaining it to others, applying what has been learned in different contexts, spending time to probe and research a particular issue adds depth to learning. There should be opportunities for pupils to develop their full capacity for different types of thinking and learning, applying increasing intellectual rigour and exploring and achieving more advanced levels of understanding.

Personalisation and choice The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career. Approaches which involve pupils in planning and respond flexibly to their interests and needs also contribute to personalisation and choice.

Coherence Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together. Activities planned in this way and which build on what is familiar, should enable pupils to make connections, give coherence to their learning and enable them to understand enable them to understand the relevance of what they are learning.

Relevance Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future. Curriculum for Excellence identifies three core aspects that should be developed across all learning and these will continue to be an integral part of your child's education in Newfield Primary.

➤ Health and Wellbeing

We have an important role to play in promoting the health and wellbeing of children and young people in the educational communities to which they belong.

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing,
- Experience challenge and enjoyment,
- Experience positive aspects of healthy living and activity for themselves,
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle,
- Make a successful move to the next stage of education or work,
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

At Newfield we aim to ensure that pupils feel happy, safe, respected, included and supported in the school environment and that all staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. We encourage our pupils to be responsible for their own behaviour.

We aim to promote physical wellbeing through our Physical Education (P.E.) programme. Our P.E. programme of study includes a wide range of activities which help to promote stamina, agility and physical wellbeing. We are fortunate to be supported in these by our Active School Co-ordinator. Swimming tuition are offered each year to P6 pupils and and cycling proficiency lessons to P6/7.

Our pupils also benefit from coaching sessions in a variety of sporting activities. Our older pupils also get the chance to develop their leadership skills and run clubs at lunchtimes for the younger pupils.

➤ Language and Literacy

Language and Literacy includes reading, writing, talking and listening. As well as being a main focus area, Literacy and English are also developed across all other curricular areas.

Reading

At Newfield Primary school we aim to create a reading rich environment for all our pupils where a love and joy of reading is fostered.

Whilst learning discrete reading skills is vital, recent research into reading shows that developing positive attitudes to reading can also play a key role in children's development. Our teachers purposely plan ways in which they can encourage reading engagement amongst our pupils, including making full use of our school library with its extensive collection of books. Over the past few years the school and Parent Council have invested in new books and resources for both our library and book banding programme. In class, our pupils experience a wide variety of texts in different media from studying novels to Scots language and spoken word. Our aim is to expose our pupils to as wide a variety of text as possible and to love the joy of reading!

Our pupils are taught Curriculum for Excellence reading strategies. These strategies are taught as tools to help pupils understand what they have read. At Newfield our focus is not only on teaching pupils the mechanics of how to read but on equipping them to understand what they have read also and transferring these skills into all areas of the curriculum.

Throughout the year, the school also organises special event days e.g. 'World Book Day' to foster readers who read for pleasure.

Writing

At Newfield we provide a range of opportunities to develop pupils' writing skills. Imaginative writing tasks take the form of stories, poems and scripts and non-fiction writing includes giving personal accounts, writing reports, explaining how things work, writing instructions and being persuasive. Throughout the different writing styles, pupils' 'tools for writing' skills are developed through VCOP. This approach looks at **V**ocabulary, **C**onnectives, **O**peners, and **P**unctuation.

Ongoing assessment of pupils' writing skills is through 'formative assessment'. By sharing criteria, modelling good examples, providing feedback and giving pupils the opportunity to comment on their own and each others' work, children are helped to develop their writing skills. Pupils' progress in writing is assessed against the Scottish Criterion Scale and the CfE Writing Benchmarks.

Spelling

At Newfield Primary School we aim to deliver a robust spelling programme throughout our school to ensure our pupils become confident and successful spellers. A multisensory approach is used in the teaching of spelling and phonics. During teaching and learning activities, pupils will be involved in seeing, hearing, speaking and touching the taught spelling pattern or sound. This multisensory approach to spelling ensures that all learning styles and preferences are taken into consideration and that the spelling pattern/sound is reinforced in a variety of different ways.

- Spelling is taught daily for short periods of time. It is taught in short burst activities that last approx. 15-20 minutes
- There is direct teaching on the phonetic sound, spelling pattern or rule at the beginning of the week. The sound, pattern or rule will be explicitly taught by the teacher and reinforced throughout the week.
- Common Words are taught from P1-P7. Each stage will have a common words list to learn.

Written formal dictation tests take place regularly to assess how well pupils have learned certain spelling patterns. This provides the pupils an opportunity to apply their spelling knowledge in a context.

Handwriting

At Newfield, handwriting is taught in short but frequent lessons in order to have the greatest impact and to help improve standards. Newfield teaches letter sizing, formation and joining based on 'Nelson Handwriting' font and script. A strong emphasis is set at the start of each school year, to set the standard for the year ahead. Time is taken to discuss with pupils correct seating positions, pencil grasps, and correct pencils to use etc. Teachers discuss with pupils the relevance and importance of handwriting and the messages it can convey to the reader depending on its appearance. Within Newfield we emphasise that handwriting is a skill and is something that can be improved upon. Newfield has a variety of resources to help support the development of handwriting including a variety of pencil grips and triangular pencils and referrals to an occupational therapist can also be made.

Talking & Listening

At Newfield Primary School we aim to help all pupils become confident individuals who listen effectively and speak with confidence for a variety of purposes and audiences.

Our pupils are talking & listening everyday across the curriculum for a variety of purposes but the skills of the specific talking & listening outcome(s) will be explicitly taught in literacy lessons and reinforced throughout the curriculum.

Explicit links between reading, writing and talking & listening are also made where possible. e.g. pupils may read a persuasive text, which links to persuasive writing, which leads on to perhaps participating in a persuasive talk.

By planning in this way pupils see how their learning is linked and also learn how to transfer taught skills into different situations.

Modelling is a large aspect to the teaching of talking & listening. Pupils should be exposed to a wide range of audio and visual texts which reinforce the skills they are studying. Teachers should also model the explicit skills where possible.

Literacy across the Curriculum

The teachers at Newfield actively plan and seek out opportunities for our children to have experiences of developing literacy skills across the curriculum. Teachers will intentionally plan for pupils to reinforce literacy skills in other curricular areas. E.g. If note taking or report writing has been taught, the teacher may plan to reinforce these skills through science also that term by the pupils producing a science report or note taking on an experiment.

Emphasizing these skills across the curriculum ensures that our pupils see the relevance in what they are learning and provides them with opportunities to use these skills in real life contexts and situations.

By planning in this way pupils see how their learning is linked in different curricular areas and also learn how to transfer taught skills into different situations.

Modern Languages

Newfield Primary and other associated primaries for Larkhall Academy teach French. As part of the Government's 1+2 programme, French is being spoken and developed from Primary 1, on a rolling programme. The teaching of French involves the four areas of language: listening, talking, reading and writing. There is a focus on a more active approach with games and songs being part of this.

➤ **Mathematics and Numeracy**

To face the challenges of the 21st Century, each pupil needs to have confidence in using mathematical skills, and should use these skills to develop as successful learners, confident individuals, responsible citizens and effective contributors.

Developing successful learners -

- Establishing good numeracy skills including mental calculation strategies,
- Transferring learning across the curriculum,
- Offering opportunities for motivation, for example, experiencing enjoyment and satisfaction through problem solving and puzzles,
- Engaging with more abstract mathematical concepts encourages new kinds of thinking.

Developing confident individuals –

- Competence in using mathematical processes enables pupils to play a full and effective part in society,
- Promoting strategies for the development of an understanding of the world around us and to prepare pupils for work and recreation,
- Developing skills for learning, life and work, including financial awareness and capability, for example equipping the pupils to deal with measurements, schedules, managing money etc.

Developing responsible citizens –

- Ensuring balance, progression, continuity and co-ordination across the curriculum helps to develop their knowledge and understanding of mathematical concepts,
- Developing knowledge and understanding will help pupils make informed decisions, assess risks, make reasoned evaluations and interpret numerical information appropriately.

Developing effective contributors –

- Providing a range of different opportunities to apply skills and understanding, creatively and logically,
- Opportunities to work on suitably challenging problems, individually and in groups, helps to develop resilience and communication skills,
- Develop pupils with the mathematical competence to operate in specialist contexts such as research and development environments.

Learning and Teaching in Mathematics

In order to help us achieve these aims, and the aspirations of Curriculum for Excellence, there are effective Learning and Teaching strategies for Mathematics which include:

- ✓ Understanding of the purposes of the mathematical processes they are learning – relevance to 'real life',
- ✓ Learning in depth to ensure development of understanding of the concepts
- ✓ Making effective use of technologies and resources,
- ✓ Problem solving as an integral part of all Learning and Teaching,
- ✓ Strong emphasis on active approaches to learning and the development of understanding in mathematics, including arithmetic, as well as skill in applying processes,
- ✓ Strong emphasis on numeracy and mental agility.

Pupils will follow an appropriately differentiated curriculum based on the School's Programme of Study which provides a balanced curriculum, supported by a range of resources. An appropriate range of practical resources is used to support all strands of learning across numeracy and mathematics. Homework is used to consolidate work in class and may take a variety of forms e.g. written work, game or interactive activity to play with a family member or research activity.

Assessment takes place through every day learning activities and through specific assessment tasks or tests. Various methods of assessment are used; both informal and formal and using an approach best suited to the learning that has taken place.

This includes:

- ✓ Formal and informal teacher observations,
- ✓ Discussion and direct questioning in individual, group and class situations,
- ✓ The evaluation of written tasks on a daily basis,
- ✓ End of unit tests,
- ✓ Application challenges where pupils are given an open-ended task/problem to solve to make use of a number of mathematical skills e.g. costing a party for their class,
- ✓ Summative/diagnostic assessments.

Teachers will plan learning and assessment in relation to the Experiences and Outcomes that they expect learners to achieve and will enable us to:

- ✓ Support pupils' learning effectively; providing appropriate support and challenge,
- ✓ Identify learners' strengths and achievements,
- ✓ Monitor and track pupils' progress,
- ✓ Plan suitable next steps for learning,
- ✓ Engage pupils in their own learning,
- ✓ Improve the quality of learning and teaching,
- ✓ Inform learners and parents/carers of progress.

➤ **Social Studies**

Through social studies, pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

Social Studies are structured under three main organisers:

- People, past events and societies,
- People, place and environment,
- People in society, economy and business.

Our Social Studies programme has been developed to reflect Curriculum for Excellence experiences and outcomes. The programme is mostly delivered through interdisciplinary topics, allowing the pupils to make relevant and meaningful connections across curricular areas and providing them with deeper, more enjoyable and active experiences.

As they participate in the programme the pupils will:

- Develop their understanding of the history, heritage and culture of Scotland,
- Broaden their understanding of the world by learning about human activities and achievements in the past and present,
- Develop an understanding of the principles of democracy and citizenship,
- Learn how to locate, explore and link periods, people and events in time and place,
- Learn how to locate, explore and link features and places locally and further afield,
- Engage in activities which encourage enterprising attitudes.

➤ **Sciences**

Through learning in the sciences, pupils develop their interest in, and understanding of the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The key concepts of the living, material and physical world are organised into five themes:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

To continue to raise awareness, spark enthusiasm and encourage interest in Science, Engineering and Technology we take part in an annual STEM week, highlighting activities and careers in the field of STEM. We also run an after school club, taking part in experiments and investigations.

➤ **Information and Computer Technology (ICT)**

Pupils are taught ICT skills from nursery through to P7. Initially skills are taught through particular programmes of work and are then developed through other curricular areas.

ICT is used to enhance the curriculum and we make use of a range of software and media technology, aimed to motivate, support and challenge pupils through all learning areas.

We work hard to keep pace with new developments in technology so that our pupils will have the skills needed to succeed in modern society. ICT is used across the entire curriculum. Our network allows all pupils access to the internet and the security filter means that pupils can access only suitable material. All pupils / families are asked to sign an Internet Access Agreement annually before using the computers. Other technology work is done in the context of themed projects or stand-alone units focusing on a particular aspect of design or uses of technology in society. All classrooms have CTouch screens and we have wireless access throughout the building. We also have I pads and Chromebooks which are used to enhance the learning in class.

➤ **Expressive Arts**

The four subject areas of Curriculum for Excellence Expressive Arts are: Drama, Music, Dance and Art and Design. Although some aspects are taught discretely, these subjects often lead themselves to inclusion within class interdisciplinary work.

Music

The school aims to ensure that all pupils have the opportunity to create, perform and respond positively to music. Every effort is made to integrate music with other areas of the curriculum such as social studies, poetry, drama etc., and to ensure that pupils enjoy and appreciate music. Various resources are used throughout the school, including Sounds of Music, Jolly Music, Folens music and teachers' own resources. Guitar and Pipes and Drums tuition is offered by visiting instrumental instructors.

Art and design

Regular and frequent work in art and design is essential in our curriculum and as well as set lessons teaching techniques and skills, opportunities for art and design in association with other

aspects of the curriculum are encouraged. A variety of media is available to stimulate interest and awareness and for development of certain techniques and skills. In all areas of the school, finished work is displayed both within and outwith the classroom areas.

As with music, every effort is made to link art and design work into an interdisciplinary context. This makes the tasks more relevant and meaningful.

Drama

Pupils from their earliest years use imaginative play to explore, order and make sense of themselves and the world around them. Drama offers pupils opportunities to explore human behaviour by creating roles and relationships in a variety of different contexts and settings. Many of the contexts for drama activities will relate to other areas of the curriculum, especially language, and excellent opportunities for collaborative group work based on pupil interaction are provided. Once again every effort is made to relate dramatic contexts with ongoing class topic work. Opportunities for classes to experience live theatre include visits from theatre groups, Scottish Opera and outings to theatrical performances. Our staging facilities have allowed us to produce several major shows in the last few years, "Annie", "Grease", "Robin and the Sherwood Hoodies" and Christmas entertainment events in December.

Inter Disciplinary Learning (IDL)

Pupils' skills and learning are developed through a range of interdisciplinary learning contexts. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of pupils.

Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Skills for Living, Life and Work

Our whole curriculum is geared towards giving our pupils the skills they will need in the ever changing world we live in. Even from an early age we focus on the importance of talking to an audience and our senior pupils are given opportunities for public speaking and even interview skills. We focus on changes in technology and how that will benefit society in the future. Enterprise and the world of work are central to many of our programmes. Teachers will consider this aspect of development when they plan experiences and topics for the children.

➤ Religious and Moral Education

Religious and Moral Education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education promotes responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Learning through religious and moral education enables children to:

- Recognise religion as an important expression of human experience,
- Learn about the beliefs, values, practices and traditions of Christianity and other world religions and viewpoints independent of religious belief,
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context,
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life,

- Recognise and understand religious diversity and the importance of religion in society,
- Develop respect for others and an understanding of beliefs and practices which are different from their own,
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon own moral values,
- Develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation,
- Make a positive difference to the world by putting beliefs and values into action.

Religious and moral education is therefore an essential part of every pupil's educational experience.

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.

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.

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.

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 promoted respectful understanding.





Assessment and Tracking Progress

At Newfield Primary, it is our desire that all pupils will become reflective, independent learners who understand and have ownership of their learning process. We believe that Assessment is for Learning (AiFL) is a powerful vehicle for helping to make this happen and for helping to deliver Curriculum for Excellence. We believe that it is this type of formative assessment that raises attainment and motivates learners.

Pupils are **informally assessed** every day by their class teacher through observation, quality discussion and feedback, questioning and through scrutiny of pupil work. Teachers also evaluate pupil progress each day in order to plan **next steps** in learning. Pupils are encouraged to contribute to this process through **self-reflection, self/peer assessment and target setting**. Targets are set weekly in their Ready Steady Learn books. The more the pupils are engaged in evaluating their own learning, the greater sense of ownership and understanding of their strengths and development needs they will have. In a changing world, it is crucial that learners are equipped with the skills required to 'learn how to learn'. To be successful in life, pupils need to be successful learners who know how to learn and be able to transfer their learning into a new context.

Every pupil has an Assessment Folder which holds key pieces of assessment evidence in a variety of areas within the curriculum. This demonstrates the individual learning journey of the pupil. Pupils are involved in taking ownership of their folders and in selecting their 'best' pieces of work to be included.

Given our current exam system is more formal in nature, we believe at Newfield that it is also important to retain aspects of more formal approaches to assessment. We therefore apply the use of some **standardised assessments** at different stages in the school. These can be helpful in terms of gathering supplementary evidence of a pupil's progress in addition to the highly valuable informal approaches to assessment mentioned above. It is important to note that Standardised assessments are therefore only one part of a rigorous evidence base and results should not be taken in isolation. They allow us to compare year to year performance and make comparisons to national standards. Standardised assessments are used currently in Reading and Mathematics.

Referring to the **National Assessment Resource** and using the guidance from 'Building the Curriculum 5,' (National Guidelines on Assessment) teachers are also involved in designing new assessment material in an ongoing way.

Reporting

Newfield Primary School recognises that good teamwork among parents, pupils and schools is the key to a successful education for your child.

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

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child is progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'Learner reports' will help you to get to know more about the curriculum which each pupil 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.

Our reporting procedures are detailed on the next page.

We conduct regular surveys and we welcome any comments or additional information from parents to help us provide the best possible education for your child. If necessary, arrangements can be made to have an interpreter present at Parents' Evenings or at other times as appropriate. Wheelchair access is available.

Feedback on our Reporting procedures is encouraged, it is only by working in partnership that we can ensure the best outcomes for our young people.



Newfield Primary

Reporting To Parents



Ready Steady Learn Booklet

You will receive your child's Ready Steady Learn book on a weekly basis. This is a very useful home-school communication tool. It can be used to record your child's effort, attitude, behaviour and learning. It also give the class teacher, pupils and parents an opportunity to set targets for learning.

Term 1 August - October

August

Termly newsletter

At the start of the new term a newsletter outlining the learning that will take place is posted on our school website. A notification of the newsletter is sent via email.

September

Formal Parent-Teacher Consultation

Meet with your child's Class Teacher to review his/her progress and identify next steps.

Learning Showcase

You will be invited to come into the school to hear about what your child has been learning.

Learning Showcases will happen at different times in the school year. They will take place in the school hall with an opportunity to view the pupils' work.

Term 2 October - December

October

Termly newsletter

At the start of the new term a newsletter outlining the learning that will take place is posted on our school website. A notification of the newsletter is sent via email.

November

Snapshot jotter

The children complete all their school work in one jotter. This is then sent home for you to see. A feedback sheet is attached to allow you and your child to add comments about the work completed that week. The Class Teacher will also write comments about their work that week.

Term 3 January - March

January

Termly newsletter

At the start of the new term a newsletter outlining the learning that will take place is posted on our school website. A notification of the newsletter is sent via email.

March

Formal Parent-Teacher Consultation

Meet with your child's Class Teacher to review his/her progress and identify next steps for the final term.

Term 4 April - June

April

Termly newsletter

At the start of the new term a newsletter outlining the learning that will take place is posted on our school website. A notification of the newsletter is sent via email.

June

Snapshot jotter

The children complete all their school work in one jotter. This is then sent home for you to see. A feedback sheet is attached to allow you and your child to add comments about the work completed that week. The Class Teacher will also write comments about their work that week.

Reports

Final Reporting Document of the session - your child will be issued with his/her report card. Parents and pupils are asked to complete feedback for the school.

Transitions

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.

If your child is due to start school in August 2024, you can enrol online from Monday 8 January 2024. Your catchment school will contact you between Monday 15 to Friday 19 January 2024 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish 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**.

When enrolling your child in January we will give you details about our Transition Programme for our new pupils. These events give both the children and parents the opportunity to find out more about the school and the kind of activities and learning that will take place.

Transition events are detailed overleaf and are all designed to make the transition from Nursery to Primary as smooth and reassuring for both the child and the parents. Any additional transition requirements for individual children can be arranged in discussion with both the Nursery and the Primary School.

The first day of the new school year is **Wednesday 14th August 2024** and P1 pupils will attend for full days immediately.

P.1 Transition Arrangements



Newfield Primary Induction Programme into Primary 1 2024

Transition Topic - Term 4 April 2024 - June 2024

A shared learning experience that will allow the Nursery and Primary 1 children and staff to work together and get to know each other.

Visits to the Primary 1 classes - April - June

Three sessions in the new Primary One classes with the class teachers

Welcome Assembly - Wednesday 22nd May 9.30am

The current Primary 1 children will host a Welcome Assembly for our new Primary 1 pupils. The Primary 7 buddies will also attend this event.

Parents Information Meeting – Wednesday 22nd May 10am

A meeting with Laura Horn, Head Teacher and Denise Corke, Depute Head Teacher who will explain school organisation and procedures and any essential information you require before sending your child to Newfield Primary.

Meet My Buddy Event – Wednesday 22nd May 10am

An opportunity for the new P.1 pupils to meet their P.7 buddy for the new school year.

Parental Workshop – video to be emailed in June

Information video presented by Denise Corke, Depute Head Teacher, to demonstrate the kinds of activities that will take place in the Primary One class and how you can support your child in their learning.

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 edsupportserv.helpline@southlanarkshire.gov.uk or **0303 123 1023**.



Larkhall Learning Community

Transition from primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

The catchment Secondary School for Newfield Primary is:

Larkhall Academy
Broomhill Road
Larkhall
ML9 1QN Phone: 01698 552170
Head Teacher: Mr Andy Smith

Support for Pupils



getting it right
for every child
in Lanarkshire

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.

The Named Person for your child at Newfield Primary and Nursery Class is **Mrs Laura Horn**, Head Teacher.

More information can be found on: www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

We aim to ensure that each pupil reaches his/her potential. Our early intervention and assessment aims to point out where pupils need any additional support. Some pupils may require additional support for a short or long period of time for a variety of reasons. Depending on where the pupils have this difficulty it will be handled in one of the following ways:

1. The class teacher, having assessed the child's difficulties, will adjust the programme of work being followed in the classroom.
2. The child may be referred to the Support for Learning Co-ordinator, who will then with the class teacher plan the support needed by the child.
3. The school may then seek advice from the Area Support for Learning Teacher who may work with the child or help the school plan the child's next steps.
4. Where it is decided that further assistance is required parents' permission will be sought to contact further agencies.
5. Help may be enlisted from the Educational Psychologist who will assess the child and offer advice on a course of action where appropriate.

When required, pupils will have an Additional Support Plan which highlights individual strategies that are in place within the school or for pupils with very complex needs a Co-ordinated Support Plan involving other agencies. Plans are drawn up in consultation with parents, pupils and staff. Where there is a need for expert help, we seek, with parental permission, the help of the Educational Psychologist who can help to identify specific learning difficulties and advise the school and family in how to overcome these. We also have many visiting specialists from

Occupational Therapy, Speech and Language Therapy and the Hearing Impaired Outreach Service.

At Newfield Primary the staff involved in supporting our pupils are:

Overall responsibility for Support For Learning: **Mrs Laura Horn, Head Teacher**

Additional Support Needs Co-ordinator: **Miss Denise Corke, Depute Head Teacher**

Area Support For Learning Teacher: **Mr Garry Kemp**

Educational Psychologist: **Miss Kirsty Frost**

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

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

Enquire – the Scottish advice service for additional support for learning.

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

Phone Helpline: 0345 123 2303

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

Email Enquiry service: info@enquire.org.uk

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

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

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

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 and its application 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 from schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

School Improvement

The school recognises on-going self-evaluation as a necessary process if quality is to be maintained or improved. Newfield Primary and Nursery Class produces a School Improvement Plan on an annual basis. This plan outlines a strategic plan of improvement over a three year period and also provides information on the key improvement priorities for the current school session. The priorities are identified through rigorous self-evaluation of learning and teaching and takes account of the views of pupils, parents and staff.

A full copy of this plan is available for any parent who wishes to read this document and is updated appropriately on our school website. A copy is also displayed in the school for any interested parties. We provide regular updates on our priorities through items in the school newsletter and the Head Teacher also gives a monthly report to the Parent Council which shares our progress. Our Standards and Quality Report is written on an annual basis and can also be found on the school website. This provides important information on improvements in performance, how well we are achieving, how well we are meeting the needs of our pupils and also provides further information on our capacity for continued improvement.

As set out in our School Improvement Plan, our priorities for this session (2023/24) are:

1. To promote the positive health and wellbeing of children and young people, parents/carers and staff with a specific focus on developing the young workforce and building community links.
2. To promote consistently high standards of teaching and learning across the school which results in raised attainment and achievement, with a specific focus on targeted support, equity and closing the poverty related attainment gap.
3. To support our young people to further develop metacognitive and self-regulation strategies with a focus on play based approaches in the lower school and further development of outdoor learning opportunities across the whole school.

This school session we have an additionality teacher who works alongside the class teachers and assists with the teaching of writing. This area of the curriculum has been identified as an area of development for us this year.

We also use our Pupil Equity Funding to finance staff who provide further support in Literacy and Numeracy as well as Health and Wellbeing.

School Policies and Practical Information

Nursery Class

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

School Meals

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

For their lunch each day pupils have the option to choose from two hot meal options plus a snack 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.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.05.

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

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted 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 halal or vegan diet request for your child, please speak to the school 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 £726 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 £8,717 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £18,725 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 (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

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

South Lanarkshire Council also offers a free Breakfast service, we have a Toast and Go system in place at Newfield, providing toast to all pupils from 8.30am every day.

ParentPay

South Lanarkshire Council uses an online payment system for schools and nurseries. This system is called ParentPay. This provides a more convenient and secure way for parents to pay online for things like school meals and trips.

ParentPay offers the freedom to make secure online payments at any time. You are able to view all payment history and no card details are stored in any part of the system.

To get started, all our new parents are issued with an Activation Letter and 'How to create an Account' guidance note. This helps parents create a secure online account, activated using a unique 'myaccount' username and password. 'myaccount' is a free and secure sign-in service for accessing a wider range of public services online in Scotland. Parents who have children in different establishments can create a single account login for all their children. Once activated online payments can be made straight away.

ParentPay reduces the amount of cash handling in our school. However, parents who need to continue making payments by cash may do so using the PayPoint network at local convenience stores. Letters coming from the school about trips and other activities requiring payment carry a unique barcode which allows parents to make cash payments at local PayPoint stores.

Otherwise any trips planned, where a payment is required, is activated directly on ParentPay. This allows parents to see all trips relevant to their child, payments to date and any amounts outstanding or monies due. For those pupils who pay for school meals and/or milk, once their ParentPay account has been activated, parents can pre-pay these for their child.

School uniform

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

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

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

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

- the wearing of football colours;
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans);
- clothing which advertises alcohol, tobacco or drugs;
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes;

- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so;
- footwear that may damage flooring.

Newfield Primary's uniform is as follows:



Light blue shirt or blouse;
 Navy or grey trousers or skirt;
 Newfield Primary School tie; (available at school office)
 Navy blazer (if desired) with school badge.
 Polo shirts and sweatshirts may also be ordered if desired – these can be worn on gym days.
No hoodies or sports branded leggings please.

Please mark all items of clothing, including footwear, with your child's name.

Ordering Uniform

Tesco Online <https://www.tesco.com/direct/clothing-accessories/school-uniform/cat38460033.cat>

Gilmour Online www.gilmoursports.com

You can visit the shop directly at Gilmour Sports Ltd, Unit 3, 24 Clark Street, Paisley, PA3 1RB

Stitches Embroidery Service www.stitchesschoolshop.co.uk, 07488 882123

MIYO Apparel 10 Clamp Rd, Wishaw ML2 7XQ <https://www.miyoschoolwear.com>

Recycling of Uniforms

At Newfield Primary we encourage parents to recycle old school uniforms. Good quality uniform items that pupils have grown out of can be handed into the School Office for recycling.

P.E. Kit

Your child will have two slots of P.E. per week. For these lessons we would ask that pupils wear shorts or jogging trousers. A school polo shirt can be worn or a plain t-shirt. Children may wish to wear a polo shirt on P.E. days rather than a shirt and tie for ease of changing. Gym shoes that are worn in class can be worn for P.E. or children may bring a clean pair of trainers for wearing in the gym hall. Shorts can be kept in a small drawstring bag and stored in the class cloakroom. Earrings and other jewellery should not be worn on P.E. days - earrings that cannot be removed should be covered with tape on the morning of the P.E. days before coming to school. Staff are unable to do this.

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).

Information on Holiday dates – See the attached list at the end of this Handbook.

Allergies and Medication

NEWFIELD PRIMARY SCHOOL AND NURSERY IS NUT FREE

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 the school 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.

Administration of short term Medication

In most cases, if required, pupils would receive medication outside of school hours and we would encourage this.

If your child does require medication to be administered during school hours we would ask that all the appropriate paperwork is completed at the school office and the medication has a label from the chemist with the child's name.

We have a very strict procedure for administering medication and this can be explained by a member of staff on request.

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 phone **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 limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

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 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.

Promoting Positive Behaviour

It is the responsibility of staff within 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 of 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.

The school's promoting positive behaviour strategy centres around the UN Convention on the Rights of the Child. At the start of the session each class creates their own Class Charter, which is agreed by both staff and pupils. The charters contain the rights to which pupils are entitled and also detail the responsibilities of pupils and adults within the classroom. A system of restorative practice is used to encourage the children to reflect on how their behaviour and actions affect those around them, respect each other and learn that they all have the same rights.

Should a problem occur, the children are encouraged to tell a member of staff who will deal with the matter. If the incident proves to be serious, parents may be contacted by a promoted member of staff to help the school resolve the matter. 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.

The school operates a Ready, Steady, Learn system where the children begin the day on green and are encouraged to keep their chart green. On a weekly basis, the children bring home a small booklet to give their parents the opportunity to see how well they are doing in school. Positive behaviour is actively promoted in Newfield Primary School. We do this in class through our Health and Wellbeing Programme, house system, circle time, point charts, regular use of stickers and stampers, class jobs and through assemblies via talks and our weekly certificates.

In addition, a guideline (Promoting Positive Relationships and Understanding Distressed 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

In Newfield Primary and Nursery Class, Mrs Laura Horn, Head Teacher is the Child Protection Co-ordinator.

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

Data Protection

General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school. Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information please contact the school.

Privacy Notice

Introduction

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

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

Using your personal information

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

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

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

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

Information we collect at other times

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

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

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

Information that we collect from other sources

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

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

Why do we need this information?

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

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

We will share your information with:

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

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

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

(https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

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

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 literary, 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 with an update on school inspection outcomes being available via the Education Scotland website.