



Education Resources



Sandford Primary School Handbook January 2026



Contents

1.	Introduction by the Head Teacher	p.3
2.	About our school	p.4
3.	School Ethos	p.7
4.	Staff List	p.11
5.	Attendance	p.11
6.	Parental Involvement / Parent Council	p.13
7.	The curriculum	p.14
8.	Assessment and Tracking	p.22
9.	Reporting	p.23
10.	Enrolment and Transitions	p.23
11.	Support for Pupils	p.24
12.	School Improvement	p.27
13.	School policies and practical information	p.29
14.	General Data Protection Regulation as supplemented by the Data Protection Act 2028 (GDPR)	p.36

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

For quick reference:

- *Reporting pupil absence* *p. 5*
- *School uniform* *p.31*
- *School holidays* *p.33*
- *Transport* *p.34*

1. Introduction by the Head Teacher

Dear Parents and Carers,

At Sandford Primary School we are passionate about, and committed to promoting the academic, social, and wellbeing development of your child to become a successful learning, confident individual, effective contributor and responsible citizen.

We aim to ensure that your child is safe, happy, and successful during their time of learning and growth here. We have high expectations of our pupils in attainment and achievement. Our school values promote wellbeing for learning, being brave in learning, acting in ways that show you know that you matter, and everyone matters, and making sure everyone in our school community is making progress in the right ways and with the right support as individuals.

Whether young person or adult, we expect everyone in our school to be kind to themselves, kind to others, and kind to the environments we share; for learning, eating, playing, as well as citizenship of the wider world.

We strive to work in partnership with you to support your child in their development and towards fulfilling their fullest potential. We pride ourselves on being open and approachable and encourage you to contact us at any time with comments or concerns.

We ask that you:

- Support and encourage your child's learning.
- Respect and adhere to the school's policies.
- Respect school staff and support the school's commitment to your child's education.

The information which follows in this handbook should provide an overall picture of Sandford Primary School. However, please do not hesitate to get in touch if you have questions or would like further clarification.

Yours sincerely,

Louise Crawshaw
Head Teacher



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

The Council's Plan Connect sets out the Council's vision which is, "to improve the 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. This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](#)

2. About our school

Address:	Sandford Primary Stonehouse Road Sandford Strathaven ML10 6PD
Phone number	01357 520345
Email	Office: office@sandford-pri.s-lanark.sch.uk Head Teacher: headteacher@sandford-pri.s-lanark.sch.uk

Sandford Primary is situated in the small village of Sandford, on the outskirts of Strathaven. It is non-denominational, co-educational and covers stages from Primary 1 to Primary 7. The present roll of the school is 64. We currently have 3 classes and 5 members of teaching staff. The Head Teacher is a Shared Head meaning that they have responsibility for another SLC establishment within the Strathaven Learning Community and split their time between both schools.

Head Teacher	Mrs Louise Crawshaw
Parent Council Chair	Mr Adrian McCretton / Mrs Pamela Thomson
Parent Council Secretary	Mrs Katie Duthie
Sandykids Toddler Group	Mrs Leila Nunes

Please inform the school office that you would like to contact the Parent Council or Sandykids and details will be supplied.

It is South Lanarkshire Council policy that the school accommodation is made available, as far as possible, beyond school hours for use by the community, with arrangements being made in accordance with approved letting procedures and charges.

Sandford Primary is used for meetings of the Parent Council on approximately 5 occasions across each school year. The school accommodation is also available for use by the community, outside school hours. We also welcome SandyKids; an independently run toddler group, who make use of our hall fortnightly during term time.



Procedure for pupil absence or sickness

If your child is unwell and cannot attend school, please inform the school office by telephone before 9am where possible.

01357 520345

By choosing option 1 you can report a pupil absence by leaving a short message including:

- *your child's name*
- *reason for absence*

This service is available from 8am. We would ask that you phone on **each day of absence** to update us about your child's wellness.

As part of our safe-guarding measures, **if we have not heard directly from a primary carer by 9:30am** then we will telephone the first nominated contact on our list to establish the reason for absence.

If you suspect your child is ill with a notifiable illness, please arrange an appointment with your GP for further advice and treatment and inform the school of the outcome, as we made need to inform the NHS Public Health Team for further advice.

If you are not sure about how long your child should stay off, please contact the school office and we will give you further advice or you can look for more information here:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources#exclusion-table>

Please note that the guidance for sickness and diarrhoea stipulates that children (or staff members) with these symptoms should remain away from school for 48 hours (2 school days) after the last episode to avoid onward transmission.

If your child has an appointment (such as medical) that cannot be arranged for beyond school hours, please inform us by email in advance of the appointment with details of the service being attended, the adult who will be collecting your child and the time of collection from the main office.

If your child is absent due to a family holiday, please note that unless agreed with the Head Teacher in exceptional circumstances such as certain professions with annual leave restrictions, your child's absence will be recorded as an unauthorised absence. (Please see section 5. Attendance)

Requests for extended visits to relatives must be made in writing to the Head Teacher, detailing the reason, destination, duration of absence and arrangements for his/her continuing education during this time.

Notice to celebrate recognised religious events should be made in advance and the date(s) of absence should be provided to the school. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register.

We may need to contact you during the school day, so please inform the school of any changes to your home telephone number, mobile telephone number, address, or emergency contact details.

Visiting the school

Parents and carers will have multiple opportunities throughout the year to visit the school and celebrate children's learning and successes and meet with teachers to discuss progress. We will give ample notice of such events to allow parents and carers to plan where they can attend. We endeavour to change the days and timings of events during the school day as much as possible to allow parents and carers to attend a range of events over the 7 years of their child's time with us and because we understand that juggling work and other life commitments can make diaries very busy.

Please be assured that your child will continue to be included and never be made to feel left out should you be unable to attend a school event.

If you would like to visit the school beyond these opportunities, please make your request by email to the school office: office@sandford-pri.s-lanark.sch.uk so that an appointment can be made for an appropriate time.

Please note that Mrs Crawshaw (Head Teacher) does not have fixed days in each school as she shares her time across two schools, and so your patience is greatly appreciated for when arrangements for visits or meetings are being made.

Parents and visitors are requested to make their way to the Main Entrance and report to the School Office where you will be asked to sign a visitor book and may be issued with a visitor badge indicating our Child Protection Officer on site and contact details.

We ask all visits not to enter the school playground or make your way directly to classes without staff guidance. This is to ensure that the school provides a safe and secure environment for all those within it. We appreciate your support and assistance in these measures.

Raising a concern or making a complaint

We understand that from time to time you may have a concern or questions about school and your child. We would ask that you bring this concern or question to us and allow us in the first instance to listen your worry, share information we have, and work with you to find a resolution in the best interests of your child or young person.

You can often speak to your child's teacher at the end of the school day to clarify an incident. Please don't let issues mount up, or create speculation among other parents via, for example, social media, as we can often address your concerns quickly and effectively within school when they are brought to our attention.

If you would like to email about your concern or request a phone call or appointment to discuss it further, please contact the school office in the first instance and this will be passed on to the Principal Teacher or Head Teacher.

We will endeavour to acknowledge your query by reply within 2 working days. If your concern requires further investigation or more information to be shared, we will endeavour to resolve the matter or agree a plan for further support with you within 5 working days.

If, after that, you would like to raise your concerns or make a complaint to South Lanarkshire Council, you can do so via the *Have Your Say* process at the following link:

https://www.southlanarkshire.gov.uk/info/200170/comments_complaints_and_consultations
or by searching '*comments, complaints and consultations*' on the SLC website.

South Lanarkshire Council
Almada Street
Hamilton
ML3 0AE

Telephone: 0303 123 1015

3. School Ethos

In November 2023, all school stakeholders were consulted on and agreed to adopt following values which we believe represents Sandford Primary at its natural best. At the beginning of each year, pupil voice groups meet to develop their understanding of each. Throughout the year, school staff consider how these values align and can be further embedded or exemplified in our work on improvement priorities.

- **Wellbeing for learning**

This value aims to represent a holistic approach to securing a child's wellbeing before effective learning can take place. It encompasses the wellbeing indicators of Getting It Right for Every Child and aims to meet children where they are on their developmental and learning journey. It asks the school community to think carefully about the needs of individuals to maximise their learning capacity and potential and aims to build empathy and resilience. Wellbeing for learning means having a curriculum which is actively focussed on promoting good physical, emotional, and mental health.

- **Everyone making progress**

This value means that teachers meet learners where they are and use their expertise, skill, and knowledge to set out a path of appropriate next steps across all curricular areas for individuals, groups and classes of children and young people. Progress is not linear, and quality feedback is key for continued learning. Appropriate levels of challenge as well as support when needed are equally important. Children and young people are given a voice about their learning and progress, and all adults in the school community are thought of as learners too.

- **Be brave in learning**

This value aims to capture our belief that effort, taking risks, trying new things, and developing a growth mindset are all crucial for building resilient young people (and adults!). It helps remind us that we should relentlessly pursue learning at the highest standards possible for individuals throughout their learning journey and support them to know how to 'bounce back' if things don't work out the first time or persevere for a bit longer.

- **You matter, everyone matters**

This value links closely with learning around the UN Charter on the Rights of the Child and the associated responsibilities each of us has in fulfilling these rights (including of children to each other). This value helps us maintain a culture of acceptance, tolerance, and respect for our similarities and a wide array of differences, including in neurodivergence, physical needs, and all protected characteristics. Everyone should be given their 'time to shine' and equitable opportunities to do so. Individual achievements are recognised, and we share an understanding that not everyone makes progress in the same way. Within this value we also strive to promote awareness of local, national, and global citizenship, with a focus on Learning for Sustainability.

Our expectations for everyone in the school community is that they will act and grow in ways that are:

- ***Kind to self***
- ***Kind to others***
- ***Kind to the environments we share (including all school spaces as well as the wider natural environment)***

Our pupils are given regular opportunities for their voice to be heard in all matters that affect them in school. Their experiences and ideas help shape our school environment, opportunities offered and inform our decision making and policy development. We encourage everyone in our school community to uphold the articles of the United Nations Convention on the Rights of the Child.

What do our pupils say about Sandford Primary?

Our school is super because...

There are lots of good opportunities to try new things, for example, cello. We get opportunities to buddy and help younger children.

Grace, P7

The school gives us opportunities to participate in different sports like netball. We get to play against teams from other schools. We also do cross country.

Elizabeth-May, P7

Everybody in the school is friendly. The teachers and staff let us do new things like go for walks and go to the allotments. We use Chromebooks to help us with maths. We are a Reading School and it's cool because we get to read different types of books.

Angus, P6

The staff are happy and kind. They encourage us to try new things. I got to go to the football festival which was really fun.

Blake, P6

It's friendly. We have lots of toys to play with in the playground and painting is one of my favourite things to do.

Dotty, P4

In our school we get to go swimming. There are lots of books to read. I liked when we went to the farm on a trip. We always learn poems and get to say them in front of the school if we want to for the Scottish Celebration. We have chromebooks to use for writing and maths.

Evie, P5

I like drawing and using blocks to build. My friends like to play tig in the playground. I like to play football at lunchtime.

Sam, P3

The staff are kind and helpful. I like Spanish, art and music at school.

Megan, P4

Celebrating Achievements

Children's achievements are celebrated in class and at our weekly assemblies. Our notice board displays pupil achievements. Parents and carers and pupils are encouraged to let us know about achievements out of school, so that these can also be celebrated.

Children are recognised for exceptional effort, progress, attitude, and successes within their own personal journey of learning and development with **Achievement Awards**. Pupils can receive awards under the four capacities of a Curriculum for Excellence: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors and for demonstrating our 4 values or 3 expectations in an exemplary way.

Pupils are nominated for **Achievement Awards** on a weekly basis by the adults working with them. These certificates are presented at weekly whole-school assemblies and a photograph alongside a description of the recognition is posted in weekly updates for pupils, parents and carers to see. A record is kept throughout the year to track the achievements of each individual child.

Promoting Positive Behaviour

Sandford Primary School's aim is to ensure that all our children, parents, staff, and members of the wider community feel valued and respected, and that each person is treated fairly.

Positive behaviour is encouraged and recognised by all staff in a variety of ways, across all areas of the school. Recognition for respectful, kind, helpful and considerate behaviour may be verbal or with small tokens such as badges, pencils, stickers and/or positive notes, phone calls, or emails home.

At the beginning of each school year, each class creates and signs their own class charter with regards the standards they expect of their own and other's behaviour within the learning environment of school. These are based on Article 28 of the United Nations Convention on the Rights of the Child (UNCRC): 'Every child has the right to an education.'

Our Playground Charter is based on Article 31 of the UNCRC. Article 31 says: 'All children have the right to relax and play.'

In Sandford, to protect this right we will try our best to:

- be respectful of each other, even if we don't agree with the other person
- sort out disagreements ourselves by talking, and ask for help if we can't sort it out
- be kind to each other and include others in games
- play safely and notice other people around us
- share playground equipment and toys fairly and look after them

Our Charters are based on self-respect and the respect for other people and property.

Behaving in ways which meet expectations of health and safety and respect for all is the responsibility of everyone. While some children might need support with these expectations at times, all misdemeanours which jeopardise the safety of another child or are considered disrespectful of another's rights will be addressed, in the first instance, by the class teacher.

Repeated misdemeanours, persistent or more serious incidents will be escalated to the Head Teacher who will then notify parents by telephone, email or request a meeting to consider an appropriate course of action and to promote resolution.

Young Leaders of Learning

Our pupil voice group with representatives from P2 – P6 stages work in partnership with the YLL group from Gilmourton Primary School. They are currently working, with the Head Teacher, on the development of our Relationships policy.

Community Links

We have a positive relationship with other schools and education establishments within our Learning Community and actively seek out ways in which we can work collaboratively with one another to enhance the learning experience that we offer our children. We enjoy close working relationships for planning teaching, learning and assessment with our partnership school, Gilmourton Primary, with whom we share a Head Teacher.

We also work closely with members of our wider school community, including:

- **Reverend Callum Stark** (School Chaplain, Avendale and Drumclog Parish Churches)
- **Emma Strachan** (Active Schools Co-ordinator)
- **Ann Callaghan** (School Nurse)



And representatives from Strathaven Round Table, Strathaven Rotary Club and Strathaven Fairtrade Group.

We are very fortunate to be supported by a team of volunteers who are members of families from within the school or from the school community. These volunteers help with learning support, trips, and facilitate the Bike-ability programme for our P5-7 learners. If you would like to offer your time and talents for some volunteering, we'd be delighted to work with you.

Learning Community

Sandford Primary is part of the Strathaven Learning Community. A Learning Community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and schools and bases which provide specialist additional support services. It is about working together to plan better outcomes for children and young people.

The Learning Community develops ways of working between establishments and with other agencies and organizations to ensure services are responsive, accessible and are delivered as effectively as possible.

Strathaven Learning Community values are: **RESPONSIBLE, RESPECTFUL** and **RESILIENT**.
Our aspirational vision statement for the Strathaven Learning Community is:
'TOGETHER WE THRIVE'.

Each Learning Community is managed by a Head of Education (East Kilbride and Strathaven Area).

The Quality Link Officer for the Strathaven Learning Community is Linda Gardner.



4. Staff List

Head Teacher	Mrs. Louise Crawshaw
P1/2/3 Class teacher	Mrs. Laura McKinnon {Principal Teacher} and Mrs. Karen Dillon
P4/5 Class Teacher	Mrs. Jenny Neilson
P6/7 Class Teacher	Miss Sophie Kean
Non-Class Contact Teacher	Mrs. Caroline Loughran <i>Primary teachers are entitled to an allocation of non-contact (or management) time every week when they are not with their usual class.</i>
Support Assistant	Mrs. Lillian Winship (Team Leader)
Support Assistant	Mrs. Holly Whitecross
Support Assistant	Mrs. Leigh Forshaw (Monday/Tuesday)
Support Assistant	Mrs. Fiona Grant (Wednesday/Thursday/Friday)
Janitor/Cleaner	Mrs. Janyce Lennox
Catering Staff	Mrs. Nichola Gregg and Mrs. Lillas Donald

Professionals Network

- Educational Psychologist Mrs. Julie Kiddie
- Area Network Support Mrs. Jen Wheelans
- School Nursing Team Link Mrs. Ann Callaghan
- Music tuition Mrs. McQueen (cello and YMI Music for P4/5)
- Active Schools Coordinator Mrs. Emma Strachan

Community Link Personnel

- Chaplain from Avondale & Drumclog Parish Church Rev. Calum Stark
- Community Engagement Worker Mrs. Jennifer Templeton

5. Attendance

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school. For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk

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 please let us know by **following the procedures on page 5.**

Family Holidays During Term Time

Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through ParentsPortal notifications, text messages and our social media channels.

Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted to ParentsPortal, social media and the council's website.

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day. Where practicable and access to systems is available, we will aim to reach parents and carers via ParentsPortal with updates.

Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home phone number and change of address.
- If for any reason, you are unsure if the school is open visit the website at www.southlanarkshire.gov.uk or email: education@southlanarkshire.gov.uk

Online Portals and Communications

Below are the 2 main portals used for communications and services between school and home. Registration and login information is shared every August, and support for access can be reached via the school office.



ParentPay

Sandford Primary School uses a web-based application called ParentPay which allows parents to pay on-line for school meals and other school activities.

ParentPay offers the convenience of being able to make payments 24 hours a day, 7 days a week and avoids the need for your child to carry cash to school.

ParentsPortal

ParentsPortal provides parents with access to a growing suite of online services, including information about your child's education.

We use this service for requesting permission for educational visits and events and for checking the information we hold for you is correct.

You can find out more at <https://parentsportal.scot/home/>



6. Parental involvement / Parent Council

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](#)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details. A PVG from Disclosure Scotland may be required in respect of working with children.

7. The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is 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 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	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.



Expressive Arts

This heading encompasses art and design, dance, drama, and music.

We encourage our children to develop skills and enjoyment in all these areas.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities, and ideas
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.



Music Tuition

Instrumental music lessons are offered to children in many primary schools across South Lanarkshire Council through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of musical instruments, for example brass, strings, percussion, guitar, or voice.

Participation in a programme of instrumental music study can help children develop as successful learners, confident individuals, responsible citizens, and effective contributors, as well as making positive contributions to personal health and wellbeing. Children who participate in instrumental music through tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities such as playing in bands, orchestras, and other ensembles or local competitions.

Parents/Carers who wish their child to receive instrumental music tuition are required to make an annual contribution which is currently based on a minimum of 30 lessons per academic year.

Following a musical aptitude/suitability assessment, pupils entering P5 may be offered the opportunity to study a musical instrument. Through Youth Music Initiative funding, these pupils are exempt from paying the annual contribution for one academic session. Thereafter the annual contribution will apply for each consecutive year.

Singing and music-making is a key feature of our shared times together as a school community, including at assemblies and performances for parents and carers.

Languages and Literacy

Within the Literacy and English framework, the main headings are:

- listening and talking
- reading
- writing

Pupils will experience an environment which is rich in language, and which sets high expectations for literacy and the use of language. Children and young people will spend time with stories, poetry, graphic novels, and other wide-ranging non-fiction texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonological awareness and synthetic phonics.



Listening and Talking

Listening and talking are developed through every aspect of the curriculum and across school life. Pupils are encouraged to listen to the sounds and patterns of language, to ask questions, engage with others, develop informed views, share their prior knowledge or newly discovered information, and so on. Teachers use a skilful mix of learning approaches to ensure that contexts are relevant to pupils' own experiences, are motivational, and are appropriate to the needs and developmental stage of the individual.

Teachers encourage pupils to give prepared talks to their peers on book reviews, a curricular area, a personal subject of their choice, etc. Opportunities to listen to and speak Scots language are also promoted at various key points in the year, such as St. Andrew's Day and Burns' Day. Listening and Talking opportunities are also promoted during assemblies and pupil voice committee activities.



Reading

We use a wide variety of resources to support and encourage all pupils. Pupils in P1-3 make use of Literacy Planet reading books to build their reading skills and sight vocabulary. In P4-7 we use a wide range of novels and non-fiction texts. Once the decoding procedure of reading is fluent, more rigorous exploration of Higher Order Reading Strategies to develop rich understanding of a text is promoted through using the North Lanarkshire Active Literacy approach, alongside materials from the Stonelaw Reading Resource. Pupils also have opportunities to develop their reading skills during interdisciplinary topics and personal reading time, and with the additional encouragement and support from volunteers within the community who support 1-1 reading development.

It is important that children have opportunities to read daily, whether it is their school reading book, or a book they are reading for pleasure. Reading aloud aids fluency, intonation, and increases self-

esteem. We also place importance on adults reading aloud to children each day, and children reading to each other to promote collaborative learning. Sandford Primary is a Reading School and achieved core accreditation in 2023. We are now working towards the Silver award with greater involvement of parents and the community.



Writing

Written language requires a great deal of training including learning to spell correctly, and in acquiring the knowledge of language itself e.g., nouns, verbs, punctuation, etc. All aspects of writing (functional, personal, and imaginative) are developed across all stages of the school using the Talk 4 Writing approach of Imitation, Innovation and then Independent Application.



"It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version."
[Talk 4 Writing website]

Writing skills are taught from Early level onwards and we emphasise the importance of having neat, legible work. We promote a cursive writing style when a child is developmentally ready and can demonstrate accurate printed letter formation.

We predominantly follow the Active Literacy approach for teaching and learning of spelling and phonics, alongside a wide range of further resources to support progress across all aspects of literacy including 5-Minute Box intervention, PM Benchmarking, and web-based apps such as IDL Dyslexia Intervention programme, Doorway Online and Sumdog Spelling.

Modern Languages

Children are taught French from P1-P7. Every school within the Strathaven Learning Community follows a similar programme so that the children can develop their skills in French once they transfer to secondary education. In alternate years, P4-7 pupils learn Spanish.

Health and wellbeing

We use the Healthy Schools framework which provides a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing in schools. This supports coordination and progression throughout the learner journey from Nursery to Senior Phase. The aim of Healthy Schools is to provide a flexible, adaptable framework of materials which complement existing resources. It builds on prior learning, knowledge and understanding to support practitioners plan and deliver Health & Wellbeing in conjunction with their learners, offering many opportunities for co-creation.

It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators.

The learner's journey can be followed across the Health & Wellbeing topics of:

- **Food & Health**
- **Physical Education**
- **Physical Activity & Sport (PEPAS)**
- **Healthy Lifestyles**
 - *Mental, Emotional, Social & Physical wellbeing (MESP)*
 - *Planning for Choices & Change*
 - *Relationships, Sexual Health & Parenthood (RSHP)*
 - *Substance misuse*



Mathematics and Numeracy

The main areas in maths and numeracy are:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, position and movement

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

Information handling

- Data and analysis
- Ideas of chance and uncertainty



We use a wide range of teaching strategies and resources to support and ensure progress across all aspects of maths, including textbooks, concrete materials and games, web-based apps, CatchUp Numeracy and mental maths recall resources for number facts and multiplication tables.

Religious and Moral Education (RME)

We have a structured programme of study in RME in place, which allows the children to study Christianity, other World Religions of Judaism, Islam, Sikhism, Buddhism, relationships, and moral values, as well as non-religion related beliefs.

In Sandford Primary we aim to increase our pupils' knowledge and understanding of themselves, others, and the world in which they live. Through a whole school, cross-curricular and themed approach we help pupils to become citizens who are tolerant, respectful, and knowledgeable about diversity of belief, culture, heritage, and tradition.

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

At Sandford Primary we follow the national guidance issued by the Scottish Government on 21 February 2011 and the Education (Scotland) Act 1980.

We are supported by the local minister, Reverend Calum Stark, who visits the school at key times during the year for input from the Christian perspective such as at Harvest, Christmas, and Easter. As a school community we make use of the facilities at Avendale Church, who are supportive of our growing roll and offer us a venue to host whole school community events and performances. We also benefit from an allocation of hours from a Community Engagement Worker post, funded by Avendale and Drumclog Church. The CEW works alongside classes, supports pupils in the playground, and offers opt-in faith-based after-school clubs for blocks throughout the year.

Parents may request that their children be permitted to be absent to celebrate recognised religious events within their culture, heritage and beliefs. 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.

Right to withdraw

The Scottish Government considers that Religious Observance (RO) including Time for Reflection complements other aspects of a pupil's learning 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. We will inform you of upcoming events like these encouraged to inform parents of this without applying pressure to change their minds.

You will be informed in advance if any school event is to involve an aspect of religious observance or time for reflection. You may use this information to help determine whether you wish you exercise your right to withdraw your child from this event, in part or in whole. There is a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO and without pressure to change your mind.

Please email the school office of your decision or request to discuss your questions further with the Head Teacher. Your views will always be respected, and alternative educational provision will be made for your child at this time, without prejudice or bias.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences are broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding, comes the opportunity and ability to influence events by exercising informed and responsible citizenship, particularly in today's world where sustainability is at the core of all that we do to protect our future world and climate.

Many of the topics that the children study are interdisciplinary in nature, which means that they will focus on more than one area of the curriculum through a chosen theme. Staff invite and listen to children's ideas and plan their topics based on what the children already know, what they would like to know and how they would like to develop their knowledge and skills. This is known as responsive planning. Excursions are often planned to link with these contexts for learning.

Technologies

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable, and enterprising citizens, and supports them to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic, and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers

As children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Sciences

Through the study of sciences over seven years, using multimedia resources, digital technology and practical apparatus, pupils will explore multiple aspects of the following:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Play & Outdoor Learning

We are currently developing our policy and pedagogy around play-based learning, in classes, around the school and in the outdoors as an improvement priority in 2025-2026. We are passionate about providing a balanced approach to harness the holistic developments of play in different environments for our youngest through to our oldest pupils, and even our adults! Currently, all pupils have access to daily play activities, some of which are child-led, and others which are more structured with a provocation by adults. We are currently piloting an observation record which aims to capture the level of participation of a child in their play across different contexts, and in order for us to also improve our inclusive practice; another of our improvement priorities for this session.

Homework

Pupils are set homework from the early stages. Our aims are to reinforce processes and skills taught in school, and to establish the habit of learning at home which will stand pupils in good stead in further education and in later adult life.

Homework can take many forms. Homework is not always formal and does not always require written work. It can be about parents/carers and children talking together, discovering, and sharing new experiences.

We encourage families to prioritise reading together for enjoyment and to nurture a love of exploring words and language; in books, comics, magazines, online sources, subtitles, and print in the wider environment such as shop and road signs. There is a wide and modern evidence base that supports that reading for enjoyment is a more significant influence on success, contentment, and wellbeing in adolescence and later life than any other learning or curricular activity.

In addition, we will provide a reading book for younger children which matches their stage of vocabulary development, a list of spelling words with suggestions of supporting activities, and a sheet of number facts called 'Learn Its' which are designed to be committed to memory until the child is able to recall them quickly and accurately. Each class teacher will share the expectations of homework at the beginning of a school year.

We appreciate homework sits more comfortably with some families and learners than others. We are currently reviewing our Homework Policy, but we will always find a way to work with you in a way that promotes any additional learning undertaken at home as a positive experience and not a punitive, anxious or stressful struggle to fit into busy family life. We would encourage you to talk to us about what would work best for your child and you.

Pupil Voice

Pupil voice is valued through authentic consultation and dialogue. Pupil views, feedback and evaluations are often sought, and pupils can raise concerns in a respectful and articulate manner. They are given opportunities to have a say in the issues which directly affect them and their local community, including in how some of the school budget is spent. The Pupil Council, JRSO and Climate Awareness Team provide excellent forums for this type of discussion and decision-making.



8. Assessment and tracking progress

We understand that you are curious, and can be anxious, about your child's progress in learning. We are keen to share updates about how your child's learning is progressing throughout the year and engage in dialogue with you about how best to support your child's journey.

We do this successfully in the following ways:

- meet the teacher / open classroom events for children to share their learning, ownership and environment
- samples of work sent home for parent/carer and pupil discussion in Snapshot Jotters
- progress meetings with your child's teacher twice per year (see also section **9. Reporting**)
- a full, written, end of year progress report which outlines achievements across the year
- review meetings for additional learning needs
- telephone calls for other reasons, concerns, or information sharing

Assessment is a central part of everyday learning and teaching for every child and young person. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. We use a variety of formative assessment strategies to help inform next steps in the learning journey.

At regular intervals throughout the year, we also engage children in summative assessments which take a snapshot of a child's progressing skills and knowledge. These are only one part of a picture which we use to ensure we are offering appropriate challenge and support to individuals as needed. The learning journey is never linear and regularly capturing evidence of what a child can do helps us ensure that we acknowledge progress and adapt our expectations and support in a responsive way.

Assessment can involve and look like many of the following depending on the purpose of the assessment:

- Our pupils and teachers work together to set learning goals for the short term and longer term.
- Our pupils and teachers practise self and peer assessment and give fair feedback.
- Our pupils and teachers identify and reflect on their own evidence of learning.
- Teachers and support staff use a range of evidence from day-to-day activities to check on pupils' progress
- Teachers and support staff talk, plan and moderate together to share standards in and across schools.
- Our pupils and teachers are clear about what is to be learned and what success would look like/ sound like / feel like.
- Our pupils and teachers are given timely feedback about the quality of their work and how to make it better.

As a school, we use Scottish National Standardised Assessment at P4 and P7 as a diagnostic tool only. This is a way for teachers to ensure that planning for learning, teaching and assessment is rigorous and covers the breadth and depth of experience recommended by learning using A Curriculum for Excellence.

Further information about assessment can be found here:

ASSESSING CHILDREN'S PROGRESS: A GUIDE FOR PARENTS AND CARERS.

Education Scotland

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

9. Reporting

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

In addition, there will be two parents' consultations, usually around October and late February/early March, which offer you the opportunity to discuss your child's progress with their teacher. The school will give plenty notice of dates for these, and ten-minute appointments are offered over two sessions; either in the afternoon (approximately 3:15pm and 5:00pm) and the evening (approximately 6:00pm – 8:00pm).

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

10. Enrolment and 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.help@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 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 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 should then be completed. This is available from the SLC website – www.southlanarkshire.gov.uk or by [contacting edsuppserv.help@southlanarkshire.gov.uk](mailto:contacting_edsuppserv.help@southlanarkshire.gov.uk) or phone **0303 123 1023**.

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 outside your catchment primary school a 'request to remain form' must be completed. If you move outside 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.help@southlanarkshire.gov.uk or **0303 123 1023**.

Transition from nursery to primary school

New Primary 1 pupils joining us from nursery will be invited into school for a series of 'Getting to Know You' sessions in May and June. One of these sessions will include the opportunity to have lunch in school, with all sessions including time to meet teaching and support staff, have a tour of the school and take part in play-based learning activities with their future classmates. Key information will be shared with parents at a presentation given by the Head Teacher or Principal Teacher, and a follow-up Q&A session.

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. These often include visits to take part in sports activities, visits from secondary school staff to the primary school and two full day visits in term 4 prior to their transition. Our Primary 7 pupils also have the opportunity to attend a residential experience with their peers from across the four small schools in Strathaven: Chapelton, Glassford, Gilmourton, and Sandford Primaries.

11. 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. In Sandford Primary it is the Head Teacher.

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

Support for All (Additional Support Needs)

There are occasions when some children, for many varied reasons, require additional support, long term or short term, in order to help them make the most of their school education. Teachers are

sensitive to the range of influences that can affect a child's ability to learn and put in place strategies to enable the child to cope. The class teacher, in collaboration with other professionals, can identify children with additional support needs and create a plan within the classroom to support these needs in the first instance.

Parents are encouraged to arrange a visit to the school to discuss any issues or concerns they may have. We can then talk you through the relevant Staged Intervention or referrals processes appropriate for supporting your child. Appropriate interventions or support strategies will be planned and then facilitated by school staff, with the involvement of outside agencies such as Psychological Services, Speech and Language Therapy, Occupational Therapy, or a visiting Visual/Hearing Impairment member of staff where necessary. We will keep you updated about progress, plan further meetings, and work with you to establish if further or ongoing support is necessary for your child to continue making progress and/or overcoming barriers to learning and/or wellbeing.

At present, Sandford Primary School has an allocated time of half a day per week for a teacher from Specialist Support Services. Mrs. Jennifer Wheelans is our Specialist Support Teacher and currently visits the school every Wednesday.

Mrs. Wheelans can work with groups of children or individuals in a direct teaching role. She is also able to supply or to suggest resources and support material suitable for children. In addition, she can be consulted by staff requiring specialist advice and can carry out specific assessments of individual children. If further analysis of difficulties or advice for accommodations is needed then Psychological Services, with whom we have a close working relationship, are consulted. The school are also able to request assistance or signpost parents and carers to further support from agencies such as Speech and Language, Occupational Therapy, and CAMHS etc.

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.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

Advice and information: www.enquire.org.uk

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

Email enquiry service: info@enquire.org.uk

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

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

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

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

12. School Improvement

Each school year we write a **School Improvement Plan** and Standards and Quality report which is made available publicly, and shared with parents and carers, and children. The areas of improvement are closely linked with the National Improvement Framework and the Education Priorities of South Lanarkshire Council.

Here is our Plan on a Page, which encapsulates our main priorities for session **2025/26**:



Strategic Improvement Priorities Plan over 3-year cycle

Timescale: 2023 - 2026

Strategic Priority	Year 1 2023/24	Year 2 2024/25	Year 3 2025/26
1.	Health Wellbeing <ul style="list-style-type: none"> Audit current HWB resource use and create overview planner of best resources suitable for multi-composite coverage. Develop effective tracking and monitoring system for ensuring pupil progress. Introduced Glasgow Wellbeing and Motivation Profiling Tool and a neuro-diversity profiling tool, while strengthening use of Boxall profiling. Introduce 'Balanced Model' with audit against 4 aspects of Environment, Individual, Workforce, Family. Use audit to plan actions to address one aspect e.g., signposting to support and information for families. 	Health and Wellbeing <ul style="list-style-type: none"> Further develop planning and assessment for HWB program, ensuring relevance and rigor and identifying gaps in teaching and learning opportunities. Develop tracking and monitoring system into routine use, and use evidence gathered to inform wellbeing profiles, and data to plan interventions for individuals. Gather comparative data from year 1 baseline of GMWP, and moderate for common themes across partnership to identify any need for change, CLPL, or capacity development. Introduce staff learning about CIRCLE model for Inclusive Classrooms Plan activities for increasing levels of parent engagement in HWB activity. 	Moved to PRIORITY 2 Inclusion & Wellbeing Inclusive Classroom (CIRCLE) Attachment – Informed Practice <ul style="list-style-type: none"> Evaluate and implement good practice from CIRCLE model for Inclusive Classrooms, using toolkits and strategies to give greater focus to identification of specific support needs and accommodations. Continue to make use of GMWP surveys for pupil information and trends. Continue to identify need for change, CLPL or capacity development. Continue to gather and present evidence of pledges for accreditation as an Attachment Informed Trauma Sensitive school.
2.	Literacy <ul style="list-style-type: none"> Continue to embed the use of Talk for Writing across the school to raise attainment at all stages. Achieve Core Reading Schools award and create action plan for Silver Award. Continue use of idlCloud as effective intervention for some learners with literacy difficulties, including dyslexia. Continue to engage in Racial Literacy development project and curriculum mapping with resourcing for this transition focused activity. 	Literacy <ul style="list-style-type: none"> Continue to review Talk for Writing program and resource gathering for fiction and non-fiction works. Achieve Silver Reading Schools award by working in closer partnership with parents and carers. Audit efficacy of reading program for pace, progression and attainment, and support learners with literacy difficulties, expanding with non-fiction and promoting equalities texts. Develop statement for reading for inclusion in Curriculum Rationale. 	Literacy <ul style="list-style-type: none"> Place on maintenance agenda. Continue building on good practice and resources and strength of assessment to demonstrate secure attainment for all in writing. Increase coherence, progression, with appropriate assessment and moderation across all stages. Development for 2026/27 should focus on Talking and Listening to ensure acquisition of effective communications skills is demonstrated by all pupils across multiple contexts and subjects with robust and well-moderated assessment.

3.	Skills Development <ul style="list-style-type: none"> Launch and implement Strathaven Learning Community Skills Development Framework based on SLC Framework. Continue to develop a Play-based pedagogy with increasing opportunity for pupil leadership and outdoor learning. 	Skills Development <ul style="list-style-type: none"> Further develop effective tracking and monitoring systems in collaboration with schools within the Learning Community. Pilot pupil blogs to record and showcase progression in skills over time (P4 and P7 minimum) Continue to develop a Play-based pedagogy with increasing opportunity for pupil leadership and family links within outdoor learning. Increase breadth and depth of use of Chromebooks and applications for learning across the curriculum and accessibility tools. 	Moved to PRIORITY 1 Skills Development <ul style="list-style-type: none"> Pursuing two strands of development: <ul style="list-style-type: none"> 'Inquire to Inspire' CQIS offer for PTs across small schools (5) Play across stages for CTs in G/S partnership schools (5) (internal) Continue mapping coverage of learner experiences and increase numbers of pupils recording journey of skills development to P4, P6 & P7 (minimum) Observation & tracking process for skills development through play in P1-3 learners. Identify strengths further areas for development, staff CLPL and resourcing. Work collegiately with Strathaven Academy to define the impact Skills Framework in primary phase is having on S1 cohorts since 2024.
4.		Rights, Equalities, and Sustainability <ul style="list-style-type: none"> Revisit UNCRC to develop class charters (annually) and raise awareness with all stakeholders of incorporation bill. Further develop literacy opportunities on racial equalities and diversity in line with Scottish Government agenda (Strathaven Learning Community). Re-introduce Sustainability pupil leadership group and attend COS 2/SLC event for primaries and to explore sustainability actions for school environment. Each class incorporates at least one interdisciplinary theme on sustainability throughout year, while strengthening links between outdoor learning, global citizenship and sustainability wherever possible. 	Moved to PRIORITY 3 Equalities Rights & anti-racist curriculum <ul style="list-style-type: none"> Make use of audit and planning tools, CLPL, and learning and teaching resources available via: <ul style="list-style-type: none"> Making Rights Real Anti-racist Toolkit SLC Curriculum Hub Diversify availability of texts accessible to pupils around equalities and diversity. Continue to develop pupil voice groups, create opportunities for celebration, and partnership working across the community. Create opportunities for pupil celebration of children's rights, working in partnership with our local community.
5.	Equity & Inclusion <ul style="list-style-type: none"> Increase Attachment, Nurture, and trauma informed practice through a range of CLPL activities for school staff. Review approaches to Attachment, Nurture, and trauma informed practice for further staff CLPL and resources. Aim to increase scores on implementation survey by Yr 2 and have a clear vision and strategy for the school that is consistent with SLC A-I approach. Introduction of Good Practice Toolkit. Better support staff HWB. 	Equity & Inclusion <ul style="list-style-type: none"> Increase staff development opportunities/sharing good practice in relation to ASN. Focus: <i>Children and young people are educated and empowered about the importance of relationships and their voice is included in our A-I practice journey.</i> Clarify vision and implement identified aspects of Good Practice Toolkit and achieve accreditation for Act to Make a Difference. Develop a relationships policy including all stakeholder voice based on PPRUDB. Finalize Cost of the School Day policy. 	Moved to PRIORITY 2 Inclusion & Wellbeing (see row 1)

The full School Improvement Plan document is used to demonstrate the tasks, timeline and impact associated with achieving our strategic improvement priorities for one academic year. It is used as a working document and progress against it is periodically reviewed with teachers, school staff, pupils, and parents and carers. At the end of each session, we report on Standards and Qualities, which evaluates our progress and captures successes while also then informing the next set of priorities for the year ahead. These documents are available on the school website.

Each year you will be periodically invited to contribute to surveys which gather perception and opinion data from parents and carers. You may also be invited to be part of consultation groups. We appreciate your time and effort with this to help us build an improvement plan which is inclusive of parent and carer voice.

Parents and carers are also invited to become part of our Participatory Budgeting group as well as vote for preferred spending options in a consultative and democratic process which includes pupils, staff and families in a deciding how to spend 10% of the Strategic Equity Funding allocation for each year (approximately £324). In previous years, this money has been invested in 'try something new' workshops, Kapla resource, and playground equipment and games. Budget updates and regular consultations on spending and resourcing are brought to the Parent Council by the headteacher.

13. School policies and practical information

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

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection every day. All meals also come with fresh chilled drinking water, vegetable choice, salad selection, 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. Milk may also be purchased by pupils who are not eligible to be part of the free school meal scheme.

Pupils in:

- Primary 1 – 5 receive a free school lunch.
- Primary 6 - 7 pay for meals at a cost of £2.62* per meal (unless eligible for free school meals)

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

School lunches and milk can be paid for through your ParentPay account or Paypoint facilities in local shops. No cash payments are made in school.

Adapted diets

If your child 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
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

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 to ensure anonymity is protected of children who receive free meals, and we encourage all children to remain in school at lunch time.

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR code -



Breakfast Club

We operate a free breakfast club each weekday morning from 8:15am until 8:45am. Children can have toast, or cereal with milk and a glass of water, milk or fruit juice. Please notify the school office in advance if you would like your child to attend.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Please note that we are a **nut-free school** and we ask that pupils do not bring snacks/food items to school which contain nuts.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

Devices should not be brought to school as pupils will never be asked to use them for learning purposes in class. Please discuss exceptions to this, for health reasons or transport requirements, for example, with the headteacher.

Our school policy is currently being developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

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.

Sandford Primary School Uniform

- a white polo shirt
- a red sweatshirt, cardigan or jumper
- a white shirt and school tie
- black or grey trousers, skirt, shorts, or pinafore
- black school shoes



Our current suppliers of uniforms are **Border Embroideries Ltd** and **Blossoms Schoolwear**. Details of ordering can be found on their websites at either www.border-embroideries.co.uk or <https://blossomsschoolwear.com>

Parents do not need to purchase school uniform with logos. Plain polo shirts and sweatshirts/jumpers and cardigans can be purchased from any retail outlet.

We also welcome donations of pre-loved uniform as well as encourage families to take what they need from the stall set out at school events. If you would like a discrete package of uniform in the right sizes for your child/ren, please contact the school office or Head Teacher in confidence.

Physical Education Kit

For reasons of hygiene and safety, pupils are asked to wear a gym kit. This should consist of a polo shirt or plain tee-shirt with jogging trousers, track-suit trousers, leggings, or shorts. All children are expected to change into suitable footwear which has not been worn outside, as these are not acceptable for indoor/apparatus work. Pupils should not wear football strips for games or P.E.

The wearing of jewellery is always discouraged for safety reasons, this particularly applies to earrings. **On PE days it is preferable that jewellery is not worn.** However, if it is, all **jewellery** must be removed for P.E. Pupils with long hair must have this tied back and should bring their own bobbles to do this. A letter is sent in August to parents reminding them of these safety features and notifying you of your child's P.E. days so that children are always prepared for participating in gym.

Indoor shoes

We do ask that pupils have a change of comfortable, closed-toe shoes to change into while in the school building to promote good foot hygiene and protect the fabric of the building. It can be uncomfortable to sit on the floor, move around the school, or play indoors while wearing heavy or wet shoes, boots, or wellingtons indoors all day.

Lost Property

Pupils often misplace or leave things behind at the end of the school day. It is important that items of clothing are clearly labelled, with your child's name or initials, to assist the school in returning lost property. We would ask that this labelling also includes snack tubs.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. This also now includes nursery children aged 3 and 4 years old.

Eligibility criteria and online applications can be found at www.southlanarkshire.gov.uk or via this link [Clothing grants - South Lanarkshire Council](#)

Should you require further information, or you are unable to apply online then please contact the helpline number **0303 123 1011** (option 5).

School hours

Monday – Friday

School day	09.00-15.00
Interval	10:30-10:45
Lunch	12.00-12:45



Education Resources

School holidays 2026/27 (approved)

August 2026

- Tuesday 11 and Wednesday 12 August - in-service days (all schools)
- Thursday 13 August - pupils return to school

September 2026

- Friday 25 September and Monday 28 September (September weekend holiday)

October 2026

- Monday 12 October to Friday 16 October (October break)

November 2026

- Monday 9 November (in-service day)

December 2026 and January 2027

- Tuesday 22 December (schools close at 2.30pm)
- Wednesday 6 January 2027 - pupils return to school

February 2027

- Monday 15 February and Tuesday 16 February (February break)
- Wednesday 17 February (in-service day)

March 2027

- Friday 26 March (Good Friday)
- Monday 29 March (Easter Monday)

April 2027

- Friday 2 April (schools close at 2.30pm)
- Monday 5 April to Friday 16 April (Spring break)
- Monday 19 April - pupils return to school

May 2027

- Monday 3 May (May Day)
- Thursday 6 May (in-service day - all schools)
- Friday 28 May and Monday 31 May

June 2027

- Friday 25 June (schools close at 1pm for summer break)

Pupils attend school for 190 days and teachers attend for 195 days. In-service dates are days when staff undertake development work related to the school and pupils should not attend.

School holiday dates and in-service dates are available from the website

www.southlanarkshire.gov.uk

Holiday dates and school diary dates are available to parents/carers from August through termly newsletters, and regular updates and reminders are issued weekly.

Transport

School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up points

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

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

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.

Mainstream School Transport contact details: e-mail: school_transport@southlanarkshire.gov.uk
tel: 0303 123 1023

Sandford's Safe Travel Guide

When travelling in a vehicle:

- please sit where you are asked to and try not to complain about it
- put your seat belt on immediately and keep it on
- use a quiet partner voice as the driver needs to concentrate
- be respectful of the vehicle you are travelling in



Pupils attending Sandford Primary and who have transport places are received into the school playground directly from the bus each morning and are escorted back to the bus bay at the end of the day to meet their return transport by a known adult. Regular communication between the drivers and school staff, and parents as necessary, takes place to ensure the safety of all pupils.

Insurance for Pupils' Personal Effects

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

Insurance for Pupils' Personal Belongings

Personal Items

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

Clothing

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

Promoting positive behaviour

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

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

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

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display distressed behaviours. 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.

Our Anti bullying Policy is available by requesting an email or paper copy via the school office.

Child Protection

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

South Lanarkshire's children's services partnership works together to support children, young people and their families so that children grow up in communities where they are safe, healthy, active,

achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

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

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

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

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

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

Our Commitment to Children’s Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child’s rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

14. 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.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer
Education Resources
South Lanarkshire Council
Council Offices, Almada Street,
Hamilton, ML3 0AA

Or email: foi.request@southlanarkshire.gov.uk

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) (www.southlanarkshire.gov.uk)

Appendix A

For a comprehensive list of useful information, please visit the Council's website:

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding 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 and www.connect.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.

Curriculum

- Information about how the curriculum is structured and curriculum planning
- Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas
- Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing
- Information on Skills for learning, life and work
- Information around the Scottish Government's 'Opportunities for All' programme

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 – see page 24
- 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, (often referred to as GIRFEC) 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