

Welcome to Carsphairn Primary School



Dumfries and Galloway Education Services

Primary School Handbook Template

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1. Letter from the Head of Education

Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as head of Education to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Gillian Brydson

Head of Education

2. Headteacher Welcome

Dear parents and carers,

Welcome to our school. Carsphairn school is one of three schools, including Dalry and Kells ,New Galloway schools, which form a partnership of primary schools in the Glenkens. Each school works as a separate entity but are keen to develop opportunities for joint working to provide the maximum benefit for the children.

Although Carsphairn School is tiny in comparison to many others, the staff and children show great enthusiasm and motivation for learning. There is a culture of mutual respect and the children are kind and caring. The school features prominently within the community and work well with partners from around the area. Being within a semi rural area and on the edge of the Dark Skies National Park, the school offers a wealth of "hands on" outdoor education opportunities to support learning

If you need to contact the school, please telephone and ask to speak to the Principle Teacher in the first place. The Principle Teacher is the person responsible for the day to day management of the school. This handbook is designed to give you as much information as possible about the school but please do not hesitate to make contact if you need clarification or want to discuss your child's education.

Kind regards

Paul Scrimshaw

Head Teacher, Carsphairn School

Glenkens Primary Schools Partnership



3. Education Services Aims

Our Aim is to raise levels of attainment, achievement and participation in all our children and young people.

Our Objectives

1. We will ensure that children and young people will be at the centre of our plans.

This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.

2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.

3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.

4. We will streamline our business processes

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

4. School Aims –

At Carsphairn School we provide a safe and welcoming environment where individuals can realise their potential.

We are committed to ensuring that Carsphairn School is a community in which:

1. Children develop a strong sense of pride that endures through successes and failures.
2. Children develop a sense of community, and a sense of responsibility for themselves, others and the environment around them.
3. We respect and value the benefits of a good work ethic and strive to always do our best.
4. Learning is engaging and challenging and fosters a sense of curiosity.
5. Through love of learning, children can work independently and develop the skills that allow Education to be a life-long experience.

5. School Ethos –

Staff within school endeavour to foster an ethos of pride, independence, community, curiosity and strong work ethic. They have high expectations for standards of behaviour and organise classrooms to provide a safe, efficient and effective learning environments. Through continual review of learning and teaching, staff strive to promote a culture of challenge and support, drawing on current research and policy to enable children to achieve success and engage in their learning.

6. School Information

6.1 Name/Address/Telephone No/ Email Address

Carsphairn Primary School
Carsphairn
Castle Douglas
DG7 3TQ

01644 460 269

gw08officecarsphairn@ea.dumgal.sch.uk

6.2 Headteacher details

Mr Paul Scrimshaw
Glenkens Primary Schools Partnership
Carsphairn / Dalry / Kells

01644 460269 / 430259 or 420340

6.3 Roll of School / denominational status

Carsphairn School is a non-denominational school. Over recent years the school roll has fluctuated between 8 and 19. At time of print, the school roll was made up of 6 pupils.

6.4 Nursery (if any)

The nursery at Carsphairn was closed following the 2011/12 academic year due to low numbers.

6.5 School Staff

Head Teacher Mr Paul Scrimshaw

Principal Teacher, PT2 Mr Walker McKenna

Principal Teacher Mrs Alison Davies

Support Teacher Mr Walker McKenna

Support for Learning Teacher Mrs H Herman

Peripatetic Specialists: P.E. Mr Tom Carmichael, **Music** Mrs R. Henry

Clerical Staff Mrs Clare Edgar

Support for Learning Assistants Mrs Sue Rothwell

Catering Staff Mrs Morag Jordan

Janitor Mrs Morag Jordan

Cleaner Mrs Sylvia Sinclair

6.6 Terms and Holidays

Session 2017-2018

Term 1

Staff return Thursday 17 August 2017

Pupils return Monday 21 August 2017

17 August 2017- Friday 13 October 2017

Autumn Holiday

Monday 16 October 2017- Friday 27 October 2017

Term 2

Monday 30 October 2017 – Thursday 21 December 2017

Christmas Holiday

Friday 22 December 2017– Wednesday 3 January 2018

Term 3

First day - Thursday 4 January 2018

Mid-term holiday – Monday 12 February 2018

Teacher training – Tuesday 13 and Wednesday 14 February 2018

Last day – Thursday 29 March 2018

Spring Holiday

Friday 30 March 2018 – Friday 13 April 2018

Term 4

First day – Monday 16 April 2018

May Day holiday – Monday 7 May 2018

Teacher training – Friday 1 June 2018

Last day - Friday 29 June 2018

Summer Holiday

Monday 2 July 2018 – Thursday 16 August 2018

7. Contact Us –

7.1 If you need to find out something

We strive to keep parents and carers well informed about what goes on in school.

School diaries provide an invaluable, informal dialogue between home and school. Reminders; etc may be posted in these. In the early stages, diaries will be read every day by the class teacher. As children get older, we expect children to take responsibility for these and write in any necessary information.

The school office is manned on a part-time basis. If you call, you may be asked to leave a message and someone will get back to you at their earliest convenience.

7.2 If you have concerns

If you have a particular concern, you may arrange an appointment to speak with the class teacher or head teacher. However, with our 'open door' policy this is not usually necessary.

7.3 If you have a complaint

We hope that you are happy with the care and provision made for your child. However, if you do have any causes for complaint please raise it as soon as possible and we will endeavour to solve any problem. In the first instance, you should contact the Principal Teacher to discuss your complaint. If you are dissatisfied with the result you may wish to make a formal complaint. This should be made in writing, in the first instance, to the Principal Teacher who will acknowledge receipt of your letter as soon as possible and normally within 5 days. The complaint will be investigated and, if necessary, a meeting arranged to discuss the matter. In the event that the matter has not been satisfactorily resolved then a complaint may be taken to the Department for Education via the Education Officer who will help define the problem, review the actions that have been taken and suggest other ways the problem may be resolved and take further action if necessary.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 10 working days. Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Headteachers as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

8. How the School Works?

8.1 Enrolment –

Enrolment of new P1 pupils takes place at the beginning of February. Dates are publicised in the local press. Parents should enrol children at their local school as it is the home address that designates the primary school. If you wish your child to attend a primary school out with the catchment area you may make this request by signing the appropriate section of the Pupil Placement Request Form. When enrolling a child, parents should bring the child's birth certificate to school. At the time of enrolment the school will seek consent for the child's image (photographs, recordings) to be taken, stored, displayed and published for the duration of the child's stay in Dumfries and Galloway schools.

The Education Committee approved the recommendation that P1 pupils begin fulltime education on the Monday beginning the third full week of the academic year. With this in mind, Primary One Pupils will receive stay in school for lunch until 1pm for the first two full weeks of the academic year.

8.2 Moving from Nursery –

Once you have enrolled your child with us, we engage with the nursery your child attends. The Principal Teacher visits the nursery. This enables us to observe your child in the learning environment, meet with your child and to discuss their learning in Nursery with Nursery Staff. In the summer term before your child joins us, they will be invited to school to meet their Class Teacher, other pupils and become familiar with the school environment, in order to make their transition to us as smooth as possible and so that your child feels happy and confident about joining us in August.

8.3 School Day

The School Day is organised according to the following schedule:

School Begins: 9.00am

Morning Interval: 10 30 am-10.45 am

Lunch: 12.00 pm-12.45pm

Closing Time: 3.00pm

While we do expect children to arrive punctually, we welcome latecomers! In the event of persistent lateness we would wish to discuss the matter with you. In the interest of safety, we do ask that children do not arrive before 8.45am as we are unable to provide playground supervision before this time.

8.4 School Uniform/Dress Policy

At Carsphairn School we encourage pupils to wear school uniform. We believe it gives children a sense of identity and contributes to the overall discipline and ethos within the school. The uniform for this school is; red sweatshirt/cardigan, white shirt, polo shirt or T-shirt, black or grey skirt or trousers. It is recommended that pupils wear a sweatshirt or cardigan with the school logo, but it is quite acceptable for other items to be plain.

From time to time a child loses or mislays an article of clothing. Since many of these items are of a similar size and colour, it makes the search easier if parents could label all school clothing and footwear.

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (eg football colours).
- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings.
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Head teacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a head teacher could justify the use of the school disciplinary procedures.

8.5 School Meals

Meals are cooked on the premises. Pupils are issued with a menu and are asked to write down their choices for the weeks ahead, to be given to the cook on Monday morning. Please try to pay for a full week each Monday morning. Payment can be made by cheque or cash.

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1 – 3 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or <http://www.dumgal.gov.uk/schoolmeals>

8.6 School Transport

Who is entitled to school transport?

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website

<http://www.dumgal.gov.uk/article/15086/Find-my-nearest>

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16) <http://www.dumgal.gov.uk/article/15245/Free-school-transport>

8.7 Class organisation –

Carsphairn School is a multi composite P1 to P7 class located in one class base.

8.8 Playground Supervision

Although it is not a requirement under local authority guidelines, staff are on hand at playtimes to supervise playground behaviour/safety. Pupils are encouraged to seek adult help if a difficulty occurs.

8.9 Positive Behaviour and Celebrating Success

Carsphairn Primary School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self discipline.

At Carsphairn, great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. A full copy of our Positive Behaviour policy is available on request.

Pupil successes achieved in and out of school are celebrated on the school Achievement Wall and at our regular assemblies.

9. The Curriculum

9.1 Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

9.2 Curriculum Organization

Literacy and Numeracy

The 'Core Areas' of Literacy and Numeracy are highly structured with a continual focus on ensuring that key concepts are embedded and revisited to provide the children with solid foundations on which they can build subsequent learning. A wide range of stimulating resources are used to enhance the learning experiences for the children and wherever possible 'real life' links are made so that the learning takes place in a meaningful context.

Religious and Moral Education

The religious instruction given to all classes is non-denominational, but is, of course, Christian in ethic. The whole school meets the school minister, approximately once per month and school services are normally held at Harvest Thanksgiving, Easter and Christmas. Religious Education is a curricular area that includes the development of pupils' spiritual, moral, social and cultural values. This area may be encompassed in environmental studies work carried out throughout the school year and may include studying religions and cultural differences in other countries. Moral Education will include personal and social development and will at times be included in all curricular areas for discussion of matters such as behaviour, co-operation, helpfulness and kindness to others.

Physical Education, Music and Art

Specialist teachers visit the school for these subjects. The Physical Education teacher visits the school one session each week and class teachers provides an additional input. Primary 7 pupils attend Dalry School for a block of PE lessons with other cluster primary schools. Swimming Lessons are held one term each year at Dalmellington Swimming Pool. A wide range of physical activities is offered as part of the curriculum throughout the year. The specialist Art teacher visits for one session each week, as does the Music specialist. Class teachers often provide additional inputs for both these subjects in context with other learning.

Inter Disciplinary Learning

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

9.3 Health and Well Being Education

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Building the Curriculum 1

The health and wellbeing of our pupils is at the heart of our school curriculum. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work

- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Administering Medication and Allergies'

All schools within Dumfries & Galloway follow the guidelines set out in the NHS3-18 Healthcare in Schools Policy. Please contact the school if your child needs to have medication administered during the school day, however, it is encouraged that any medication needing administered to your child is done so prior to coming to school, or after the pupil arrives home wherever possible. Parent / guardian permission needs to be given by way of a signature, prior to any medication being administered by school staff. Should your child develop any allergies we are not already aware of can you inform the school in writing and a Health Care Plan will be completed and the information stored on the School Management System.

10. The Wider Curriculum

10.1 Extra Curricular Activities

After school clubs and activities are run by school staff, council staff and parents. Depending on the makeup of the student body, we are able to offer what best suits the pupils needs and interests. Over the past few years we have had basketball, netball, gardening, technology, and gymnastics clubs available after school or during school lunch periods. The school also performs a Christmas play each year that is open to the wider Carsphairn Community. As an enterprise project, the Carsphairn Calendar is a long standing tradition that has regular customers waiting to order calendars each year from several different countries around the world!

11. Home/ School Partnership

11.1 Parent Council

We currently have a very active PTC that meet at least once per term. They are active in school fund raising and contribute to annual school trips to a Christmas Pantomime and end of year trip. The current Chair of the Parent council is Irene McCreath.

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning, they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;

- Work in partnership with staff; and
 - Enjoy taking part in school life in whatever way possible
- The type of things the parent council may get involved in include:
- Supporting the work of the school;
 - Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
 - Promoting contact between the school, parents, pupils and the local community;
 - Fundraising and organising events;
 - Reporting to the parent forum; and
 - Being involved in the appointment of senior promoted staff.

11.2 Communicating with Home

Carsphairn benefits from our small size in that we have an open door policy and many parents will often speak with staff as they collect their children after school. School Newsletters, excursion letters, medical letters and general information letters are sent home via pupil post. Letters go home to the youngest in the family as well as the only child in the family. The school office occasionally sends out a text message to parents or groups of parents to notify them of last minute changes or cancellations to after school clubs, lunch arrangements, uniform required etc.

Currently an interim report is issued in December with a follow up night for parents and teachers to meet to discuss pupil progress. A full report on pupil progress is issued in June, also with follow up night for parents and teachers to meet to discuss pupil progress for the session. Open afternoons are arranged as and when required.

Teachers frequently meet with parents on an informal basis before and after the school day. Appointments are set up for more formal meetings or if the teacher is unable to fully discuss an issue when initially meeting with the parent or talking to them on the telephone. Newsletters will also be sent home informing parents of any upcoming events and homework diaries are used as a less formal way of communicating between parents/carers and teaching staff.

11.3 Attendance

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Officer. If possible please try to make dental/medical appointments out with school hours. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

Unexplained Absences / Lateness

In light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. In order that our procedures work efficiently and effectively we require your cooperation in the following matters:

Parents are asked to ensure that:

1. The school is informed if the family is running late.

2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information I would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Headteacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

11.4 Homework

We give our pupils homework for a variety of reasons:

It helps to consolidate the work covered in class

It gives additional practice in reading and spelling

It can give practice in areas in which a child has been experiencing difficulties

It gives pupils time to collect information for projects

It gives them time to pursue local investigations out with school time

Homework may vary from term to term, but it consolidates language, maths and other areas of the curriculum when appropriate. Homework diaries are used to record homework and as

communication tool between parents and the school.

11.5 How is my child doing? (Assessment and Reporting)

Pupils are assessed in all subject areas by formal methods, i.e. end of unit tests; weekly spelling tests, as well as informal methods such as teacher observations and continual assessment of class work. Teachers regularly use 'Assessment is for Learning' strategies such as peer and self assessment.

Pupils are very familiar with techniques such as 'traffic lighting' and 'two stars and a wish.'

Pupils in P1, P3, P5 and P7 are involved in the authority's Assessment for Excellence, Computerised Adaptive Benchmarked (CAB) Assessments for Primary Schools.

Currently an interim report is issued in December with a follow up open afternoon or parents evening are then organised to meet and discuss pupil progress. A full report on pupil progress is issued at the end of the academic year, also with a follow up night for parents and teachers to meet to discuss pupil progress for the session.

11.6 Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

There is a Guidance note for parents on profiling which is available from your school.

11.7 Helping your child

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school
- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards

- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- **Help prepare for change** particularly at [key transitions](#) – talk about the change together.
- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

Information provided by Education Scotland – Parentzone

11.8 Helping the School

We are always keen to hear from any parents who feel they may have a skill to share. At present we have parents and community members who work with children in the classroom, run a gardening club, assist with transport to after school clubs, contribute to the Volunteer Reading Scheme and sometimes join in with special whole school trips and activities.

Despite being a small school, we have a very active PTA who are always keen to welcome new parents to become more involved. Our current major fund raisers run by the PTC include a Christmas Fayre at the Village Hall and running a very successful stall at the Carsphairn Show.

11.9 Useful Information

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website – www.educationscotland.gov.uk/parentzone .

12. Support for All

12.1 Pupil Support/Pastoral Care

Everyone on the Carsphairn staff wants the very best for all our pupils. We recognise that there are times in all children's lives when they may require some support. The school will work with parents to ensure their children receive the necessary support from the appropriate staff member within the school or outside agency.

12.2 Additional Support for Learning

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education Services' Support Manual. This Support Manual is available on-line for all staff within schools and is able to be updated and kept live.

What is Additional Support for Learning?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech & Language therapist, Occupational Therapist, Physiotherapist etc). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate, your child will have an educational plan which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal,

focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

A small number of children require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council website.

<http://www.dumgal.gov.uk/index.aspx?articleid=10757> or from the following sources:

Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527
<http://enquire.org.uk/>

Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
[http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20Alliance; or](http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20Alliance;or)

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

<http://www.sclc.org.uk>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN) <http://parentsinclusionnetwork.org.uk>.

12.3 Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- From April 2013 your child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education

Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email GIRFEC@dumgal.gov.uk.

12.4 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included**. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the [Child Protection Policy for Schools, Pre-School and Child Care Services](#) which is available from the school and the on the Council website.

12.5 Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

12.6 Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and

advice early and prevent something small from growing into a problem. A Headteacher can ask for this support on a parent's/carer's behalf.

13. Moving to Secondary School

13.1 Catchment Secondary School

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Dalry. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15086/Find-my-nearest>.

Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.

13.2 Transition Activities

Primary 7 pupils from the Glenkens Cluster visit Dalry School every Thursday morning up until lunchtime. The pupils follow a timetable which visits most, if not all departments over the school session. All Kells, Dalry and Carsphairn pupils meet up quite regularly during the school session. Sporting events, theatre visits, school visits related to class topic work and the sharing of guest speakers are some of the current examples where pupils meet up.

Pupils from P5 go on an outdoor residential in September each year to Carlingwark in Castle Douglas. P6 and P7 pupils go to Edinburgh for a residential every second year. P7 pupils also visit Dalry for the more traditional induction days in June where pupils follow a timetable for two days. The pupils go to the Outdoor Centre at Stronord for the last two days of the induction week.

14. School Improvements

14.1 Improvement plan and priorities

Carsphairn prides itself on developing pupils that have fun at school, are curious learners and strive to achieve at the highest levels possible. Our recent targets to improve numeracy have included increased use of ICT and problem solving to improve the pupils enjoyment of Maths. Our literacy is founded upon the strong reading base that all pupils strive towards. We use the Big Writing Scheme to develop pupils writing skills. Finally, we have developed a Forest School at the local Knockgray estate where children have the opportunity to engage with reasonable levels of risk and learn to make safe decisions while still having fun.

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected

impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's website and are also available in hard copy, on request.

15. Health and Safety

15.1 Emergency Procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact.

We will request such information at the beginning of each new school year. Please update this as necessary

15.2 Severe Weather and School Closure Arrangements

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

15.3 Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within [The Nursery and School Policy on Health Care Procedures Sept 2012](#) which is available from the school or on the Council website.

15.4 Data Protection

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

15.5 Images of Pupils

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The authority has a policy on the use of images of pupils. You will be asked to

read this when your child enrolls and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

15.6 Use of the Internet

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

16. Other Useful Information

16.1 Pupil / Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

(01387) 260437

(01387) 260498

(01387) 260433

(01387) 260493

16.2 Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school. The following is a list of the policies which may be most relevant to you and your child/ren although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2017)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy (2012)
- Digital Images Policy (2012)– Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Enrolling in Schools – Placement Policy(2012)

- Exclusion from Schools – Policy and Procedures (2010)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006) – *this is under review*
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Nursery and Schools Policy on Health Care Procedures (2012)
- Respect for All – Anti-Bullying Procedures (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies (2007)
- Volunteer Policy and Procedures for Schools (2012)

Further information on all aspects of education is available on www.educationscotland.gov.uk/parentzone .