



Welcome to Wallace Hall 2-18 School

Together we grow, learn and achieve

**School Handbook
2023/2024**





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1. Letter from Gillian Brydson, Director of Skills, Education and Learning



Dear Parent/Carer

Our schools across Dumfries and Galloway have high expectations and high aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident, and successful in school.

To help children reach their potential we focus on removing barriers to learning; meeting the needs of children and upholding their rights underpin all we do.

Again, this year we know that the increased cost of living will mean that many families have money worries - school should not add to those. There should be no costs involved in the school day which are a barrier to your child joining in. This handbook gives important information on the benefits you may be entitled to and how we can help you apply for free meals, free transport, free childcare, clothing grants and allowances, and to make sure you have the right financial advice.

This handbook sets out the responsibilities I have, as Director, for your child's education.

While we have core values and shared ambitions, our schools put this into practice slightly differently to meet the needs of the local community. Your schools headteacher will publish their own handbook to provide information which is on specific to your school. I hope this information is helpful in setting out how we can work together to benefit your child's learning and make sure they have the best possible experience at school. Our schools are welcoming places at the heart of our communities and always want to hear from you about how we can do more to support you, so please talk to us. There are many useful contact numbers in this handbook or you can contact me on:

DirectorSkillsEducationLearning@dumgal.gov.uk

Yours sincerely

Gillian Brydson
Director Skills, Education and Learning

More Information on Education and Learning Directorate is available at:
<https://www.dumgal.gov.uk/schools>

Dumfries and Galloway Council
Education and Learning Directorate
Militia House, English Street
Dumfries
DG1 2HR

Call: 030 33 33 3000

or visit

<https://dumgal.gov.uk/article/15379>

for more ways to engage with the Council.

2. Welcome from the Head Teacher



Dear Parent /Carer

Welcome to our school handbook. Whether you are reading this as current or prospective pupils or parents, I hope that you will find something in this publication which reflects the true nature of the school.

This handbook is based on the normal picture for how things work at Wallace Hall. However, due to the on-going situation we are in currently with the COVID-19 pandemic, we are aware that there will be some differences in practice, to what you read in this document. If you would like details on those changes with regards to a specific topic, please contact the school and we would be happy to provide that information. There is a COVID tab on our school website where you can also get further information.

Our school motto is "Together we, grow, learn and achieve" and it is our aim to ensure that we provide a safe, happy environment where all learners can enjoy the school experience and be challenged and supported to reach their full potential. We believe that our aims are best met when parents, teachers and the local community work together to provide an enjoyable, challenging and relevant education for all our young people. We are fortunate to have an excellent range of facilities across our 2-18 campus and we welcome new and prospective parents to

come and experience all Wallace Hall has to offer first hand.

We are extremely pleased by the achievements of the school over the past few years, which has seen us regularly placed in the top flight of state schools in Scotland. Currently, in line with the National Improvement Framework, we are focussed on improving the education and life chances of our children and young people, closing the unacceptable gap in attainment between the least and most disadvantaged children and raising attainment for all. To enable us to do so, we have a clear focus on improving literacy, numeracy, health and wellbeing, whilst ensuring that pupils are gaining the appropriate skills for life, learning and work. Working together, we strive to meet the priorities of Dumfries and Galloway Education Services Annual Plan which are to give our pupils the best possible start in life, protect the most vulnerable pupils and thus achieve our overarching goal of ensuring that all our pupils achieve a positive and sustained destination upon leaving school.

I hope you enjoy reading our handbook. Our school website (www.wallacehall.co.uk) contains additional information and we update this frequently. We also post regularly to our social media platforms: Facebook: (<https://www.facebook.com/WallaceHallAcademy/>) Twitter: (<https://twitter.com/WallaceHallSch>) and you can follow our Wallace Hall Academy Instagram page by typing in @wallacehallsch.

If you have any other questions, please do not hesitate to contact us via the school office by telephone on 01848332120 or by email on gw08officewallace@ea.dumgal.sch.uk.

I look forward to meeting you at some point in the future.

Barry Graham
Head Teacher

3. Skills, Education and Learning Directorate Services Aims

Priorities and Commitments

The Education and Learning Directorate continue to have high expectations and high aspirations for pupils and staff. We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Head Teachers to make local decisions and by trusting professional judgements.

This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and Developing the Young Workforce (DYW).

Our Council's Priorities and Commitments are to:

1. Build the local economy.
2. Provide the best start in life for all our children.
3. Protect our most vulnerable people.
4. Be an inclusive Council.
5. Urgently respond to climate change and transition to a carbon neutral region.

Our schools have a role in delivering all five priorities, but we make the greatest contribution to Priority 2 where the Council aims to 'provide the best start in life for all our children'.

Our commitment is to:

- Ensure early intervention, to keep our region's most vulnerable children safe.
- Invest in creating schools fit for the 21st century, which are at the heart of our communities.
- Raise ambition and attainment, to address inequalities.
- Support children to be healthy and active.

Our National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and the least disadvantaged children and young people.
- Improvement in children and young people's health and wellbeing.
- Improvement in skills and sustained, positive school leaver destinations for all young people.
- Placing the human rights and needs of every child and young person at the centre of education

If you would like some help understanding this or need it in another format, please contact: 030 33 33 3000

4. Early Learning and Childcare – Primary, Secondary and Leaving School

Enrolment

Early Learning and Childcare (ELC)

Early learning and childcare is education and care for young children, delivered in a caring and nurturing setting. Settings offer education and childcare to children up to school age in a school nursery, private businesses, voluntary organisations, or childminder.

3 and 4 year olds

All parents will receive a letter and registration form in the post for their 3-year-old at registration time. Parents will be asked to complete the registration form and return to their preferred provider enclosing a copy of their child's birth certificate and proof of address. Children moving to their second year of nursery will be provided with an ELC2 registration form from the provider. Parents who wish to change their provider for their child's second year should collect a form from the provider and deliver to their new chosen provider. Eligible children can receive up to 1140 hours a year of ELC. That works out at 30 hours per week during school term time or you can choose a provider that delivers the hours all year round. The Council Webpage and Facebook will be updated with information for parents.

Further information and an application can be made at: **Early learning and childcare - Dumfries and Galloway Council (dumgal.gov.uk)**

2 year olds

Your child may be eligible to start early learning and childcare at the age of 2 years if you are a parent and in receipt of certain benefits.

Further information and an application can be made at: **Funded early learning and childcare for 2 year olds - Dumfries and Galloway Council (dumgal.gov.uk)**

Tax Free Childcare

Tax Free Childcare is an opportunity to help families with the cost of childcare and maximise their income/ assist with the cost-of-living crisis.

A working parent earning less than 100k can apply for help with the cost of purchased childcare, offering up to £2,000 per child per year, or £4,000 if a child is disabled. Parents can open an online account, which they can use to pay for childcare from a registered provider. For every £8 parents

pay into these accounts, the government will add £2.

Further information and an application can be made at:

<https://www.gov.uk/government/news/tax-free-childcare-10-things-parents-should-know>.

Deferred entry to Primary 1

Most children start school when they are between 4 years 6 months and 5 years old but it is possible to start children later depending on the circumstances. This is called deferred entry.

You can choose for your child to start primary school later if they turn five from the school start date in August and before the last day of February.

Children with a birthday between the first day of March and the first day of school in August do not have an automatic right to defer entry to school, but parents can still apply on the grounds of Additional Support for Learning needs.

Further information can be found at: **Deferred entry to Primary 1 - Dumfries and Galloway Council (dumgal.gov.uk)**

Moving from Early Learning and Childcare (ELC)

Primary teachers work closely with ELC staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.



How to enrol in your school

Enrolment Information

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "[Near Me](#)".

Full details on how to enrol or move school are available from the school or on the Council's website

<https://www.dumgal.gov.uk/article/15241/School-places>

Enrolment in School and Catchment Secondary School

The school year starts in August and children enrol in the January before they start. Children turning five before the end of February will enrol in January to start school in August 2023. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

Exact enrolment dates and instructions will be advertised online and in local papers once they are confirmed. Visit

<http://www.dumgal.gov.uk/article/15241/School-places> for more information

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest"

<https://apps.dumgal.gov.uk/findnearest?q=>

For those young people leaving school, the next step to a positive destination is supported by your school and the local authority with our local and national partners. There is more information about the Youth Guarantee in the Dumfries and Galloway Education Authority Handbook (<https://dumgal.gov.uk/article/20049/>).



5. Financial Support for Children and Families

Grants and Bursaries

Scottish Child Payment

The Scottish Child Payment helps towards the costs of supporting your family. It's a weekly payment of £25 that you can get for every child you look after who's under 16 years of age. You'll get the payment every 4 weeks if your application is successful.

Further information and an application can be made at: mygov.scot website or call us on 0800 182 2222.

Best Start Grant

Best Start Grant and Best Start Foods are payments that help towards the costs of being pregnant or looking after a child. Best Start Grant is made up of three one-off payments:

- Pregnancy and Baby Payment
- Early Learning Payment
- School Age Payment

Best Start Foods is a prepaid card that can be used in shops or online to buy healthy foods like milk or fruit. The payments you can get now will depend on:

- how far along in your pregnancy you are
- how old your child is

Further information and an application can be made at: mygov.scot website

Clothing Grant

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is presently £134 per primary school child and £150 per secondary school child.

Further information and an application can be made at: **Free school meals and associated payments - Dumfries and Galloway Council (dumgal.gov.uk)**

Education and Learning Directorate are committed to supporting families through their Anti-Poverty Strategy – details of which can be found at <https://dumgal.gov.uk/article/15791/poverty>. Schools should also make parents aware of the School Uniform Bank Project. Donation and Collection information can be found at the above link.

Education Maintenance Allowance (EMA)

Students could get financial support to stay on at school dependant on their household income and meet certain criteria. This is called an Education Maintenance Allowance (EMA). **Students must apply/reapply each Academic Year.**

EMA is a means tested termly weekly allowance of £30, payable to students aged 16 to 19 for a maximum of 3 years. Students must achieve 100% attendance per week of the agreed attendance within their EMA Learning Agreement completed at school level.

It is payable in arrears, during term time only, generally on a 2-weekly basis. No payments are made for school holidays. Students can apply if they attend a school in Dumfries and Galloway or have a history of being Home Educated, attend a Young Persons Activity with Employability and Skills D&G Council or travel daily to a Cross Border facility.

Further information and an application can be made at: <https://www.dumgal.gov.uk/article/15247/EMA>

John Wallace Trust Scheme 1981

The scheme awards bursaries to secondary school pupils living in the upper Nithsdale area who are about to enter, or are attending, Higher Education or intend to travel for Education purposes.

Financial assistance may be available for up to five years. The amounts paid can change each year depending on the number of applicants received. Successful new and continuing students are required to complete a certificate of attendance form each year to ensure payment.

Further information and an application can be made at: <https://www.dumgal.gov.uk/article/16432/John-Wallace-Trust-Scheme>

Edinburgh Dumfriesshire Scholarship

This scheme awards financial assistance to secondary school pupils who have been mainly educated in Dumfriesshire and are looking to enter higher education.

Preference may be given to students entering the University of Edinburgh. The award currently stands at £200 per annum for up to four years. The Award is based on S5 examination results together with a report from the Head teacher at the school. Usually only one award is made from any applications received.

Further information and an application can be made at: <https://www.dumgal.gov.uk/article/16433/Edinburgh-Dumfriesshire-Scholarship>

6. School Aims and Vision

To provide a safe, happy environment where all learners can enjoy the school experience and can be challenged and encouraged to reach their full potential.

Our motto is: "Together we grow, learn and achieve".

Our strategic vision statement is:

"A clear purpose and local, national and international ambitions. To be the sector leader, pursuing excellence, and be at the forefront of educational innovation, making sure all of our learners are well prepared to meet the challenges of the 21st century."

Value: What a community or group judge to be important.

We judge these to be of great importance:

- The ability to be honest and show integrity
- Kindness and compassion to others
- Wisdom and understanding of others
- Fairness

Aims: What we try to achieve – our strategic objectives.

Our strategic objectives are:

- Pupil focus – our main focus is to deliver a 2-18 education which builds on positive relationships and meets the needs of all learners.
- Striving for improvement – simplifying our priorities so we can focus resources to meet the needs of all our young people.
- Innovation and creativity for the future – supporting and enabling staff, pupils, parents and other stakeholders to focus on clear priorities which will have a positive impact on students, enhance relationships and promote ways in which different stakeholders can work together.

See [Appendix A](#) for our Vision, Values and Aims document.

7. School Ethos

Our eight capacities support the positive long-term impact we strive to make. As well as meeting our purposes, this means working positively, encouraging good practices within the different parts of the 2-18 school and providing support and challenge for the benefit of all the young people.

This also means creating a culture of inclusion within our school – supported by innovative and collaborative working from pupils, staff, parents and our community.

Our eight capacities are:

Collaboration: pupils, parents and staff should be able to work constructively in collaboration with others.

Citizenship: pupils, parents and staff will show a sense of citizenship and contribute responsibly to their school and community.

Communication: our learners, staff and parents should be able to communicate clearly and express thoughts, feelings and ideas.

Critical Thinking: pupils, parents and staff should be able to think critically, analysing information and ideas to form reasoned judgement and views based on evidence.

Creativity: pupils, parents and staff should be creative, trying to generate and express new ideas and this is a key employability skill.

Compassion: pupils, parents and staff should be able to show compassion and understanding of others' feelings and ideas.

Composure: pupils, parents and staff should show composure, remaining calm and developing reasonable solutions.

Curiosity: pupils, parents and staff should always be curious, willing to ask questions and exploring new ideas and theories.

8. School Information

Head Teacher: Mr Barry Graham

School Address:

Station Road
Thornhill
Dumfriesshire
DG3 5DS

Telephone No:

Academy: 01848 332120
Primary and ELC: 01848 332140

School email:

Academy: gw08officewallace@ea.dumgal.sch.uk
Primary: gw08officewallacehal@ea.dumgal.sch.uk

Denominational Status: Non-denominational

Parent Council Chairperson:

Mrs Emily McClennan

Wallace Hall Parent Council Email:

wallacehallparentcouncil@gmail.com

Parental Involvement Information:

<https://www.dumgal.gov.uk/schools>

Parentzone Scotland

<https://education.gov.scot/parentzone>

School Roll

ELC: 40
Primary 1–7: 182
Secondary: 561

Communicating with home

Website: www.wallacehall.co.uk

Facebook:

<https://www.facebook.com/WallaceHallAcademy/>

Twitter: <https://twitter.com/WallaceHallSch>

Instagram: @wallacehallsch

Groupcall Messenger:

Groupcall Messenger is the package we use to send out information out to parents.

We use Groupcall text for daily absence alerts, bus issues, school closures and any urgent information messages.

Letters, study support information, reports and all other school documents are sent out via Groupcall email.



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"

9. Staff Information

Head Teacher 2-18 School

Mr Barry Graham

School Support Manager 2-18 School

Mrs Diane Jarvie

Office Staff 2-18 School

Administrative Assistant and PA to the Head Teacher: Mrs Karen Grant

General Assistant

Mrs Alison Anderson

Clerical Assistants

Miss Jen Graham

Miss Emelye Kerr

Mrs Jillian Maxwell (Primary)

Mrs Kathleen Waugh

School Lets Officer

Miss Emelye Kerr

Cook-In-Charge 2-18 School

Mrs Alison Kennedy

Kitchen Staff

Jean Bain

Lesley Crosbie

Sheila Grierson

Fiona Rodan

Maureen McKendrick

Diane Maxwell

Lydia McQuat

Head Cleaner 2-18 School

Mrs Lisa Williamson

Cleaning Staff

Lynne Anderson

Julie Kirkpatrick

Aginsezka Maciejowska

Janet Maxwell

Linda McCracken

Joyce Mitchell

Khin Swe Win

Lucinda Murray

ELC/Primary Staff

Depute Head Teacher

Mrs Sarah McDiarmid (ELC/P1-P3/Mon-Wed)

Depute Head Teacher

Mrs Janis Gray (P4-P7)

Nursery Manager

Miss Judi Park

Support Staff ELC/Primary

Nursery Nurses

Miss Kelsey Hiddleston

(Acting Depute Nursery Manager)

Mrs Eilidh Clingan (Acting Depute Nursery Manager)

Mrs Wilma Marchbank

Miss Jodi Anderson

Aimee Gault

Early Years Support Assistant

Miss Catrina Harvey

Miss Sarah Hastings

Class Teachers

P1 Mrs Lynn Smith (Mon/Tue)

Mrs Eleanor Nelson (Wed-Fri)

P2/3 Mrs Suzanne Renwick (Mon-Wed)

Mrs Lynn Smith (Thurs-Fri)

P3 Mrs Caroline Young (Mon –Thu)

Mrs Denise Johnston (Fri)

P4 Mrs Sarah Hannah (Mon-Tue)

Mrs Rachel Henderson (Wed-Fri)

P5 Mrs Penny Graham (Mon-Thu)

Miss Nicola Robertson (Fri)

P6 Miss Makala Purves

P7 Mr Andrew McNay

RICCT

Mrs Lynn Smith

Additional Support for Learning

Mrs Fiona Campbell (ASfL + PEF)

PE Specialist

Mr Bob Law (P.E.) (Tue PM and Thu)

Learning Assistants

Ms Margaret Blackadder

Ms Janet Gray

Mrs Heather Harkness

Miss Claire Ritchie (PEF)

Playground Supervisor

Miss Jen Graham

Janitor

Mr Robert Patterson

Mr Jim Wood

Mr Austin Wilson

Crossing Patrol Officers

Mr Thomas Hill

Academy Staff

DEPUTE HEAD TEACHERS

Mr John Blair
Mr Euan Mack

PRINCIPAL TEACHERS OF PUPIL SUPPORT

Mrs Kerry Fraser (Cairn)
Mr Euan Laverty (Nith Wed and Fri)
Mrs Laura Mack (Scaur)
Mrs Lauren Robertson (Nith Mon, Tue and Thu)

ADDITIONAL SUPPORT FOR LEARNING

Principal Teacher: Mrs Natalie Flint

Behaviour Support/Learning Support

Mrs Margaret Davies
Mrs Natalie Flint
Mrs Aileen Marchant (Nurture)

BIOLOGY, CHEMISTRY, PHYSICS

Principal Teacher: Dr Ray Fulton

Biology

Mrs Leah Belford
Mrs Natalie Flint
Mrs Kerry Simpson
Mrs Andrea Weir

Chemistry

Mrs Joanne Hunter
Mrs Laura Mack

Physics

Mr Alex Evans
Dr Ray Fulton

DESIGN AND TECHNOLOGY

Principal Teacher: Mr Neil Corrigan

Mr Neil Corrigan
Mr James Lees
Mr Martin McKenna

ENGLISH, MODERN LANGUAGES, LITERACY

Principal Teacher: Mr Paul McClair

English

Miss Katy Brown
Ms Jane Carson
Mr Paul McClair
Mr Jamie Pape
Mrs Lauren Robertson

Modern Languages

Ms Kavi Linh

EXPRESSIVE ARTS

Principal Teacher: Mrs Vickie Simpson

Art

Mrs Jozien Black
Mrs Vickie Simpson

Drama

Mrs Emma Clarke
Mrs Gerry Griffin

Music

Miss Louise Girvan

MATHS, BUSINESS EDUCATION, ICT WITH RESPONSIBILITY FOR EMPLOYABILITY

Principal Teacher: Mr Sean Bell

Business Education

Mrs Kerry Fraser
Miss Finlay Park
Miss Amanda Young

Employability

Mrs Joanne Hunter (DYW Co-ordinator 0.2FTE)

Mathematics

Mr Sean Bell
Mr John Blair
Mrs Elaine Bruce
Mrs Carol Graham
Miss Jayne Stirling
Mr Robert Watt

PE, HE, HEALTH & WELLBEING

Principal Teacher: Mr Alan Lindsay

Home Economics

Miss Nicole Templeton

Physical Education

Mr Euan Laverty
Mr Alan Lindsay
Mr Euan Mack
Mr Steven Rae
Mr Jack Steele

GEOGRAPHY, HISTORY, MODERN STUDIES & RELIGIOUS EDUCATION

Principal Teacher: Miss Emma Stuart

Geography

Mr Neil Miller

History

Ms Saoirse Brain
Mr Lewis Gray

Academy Staff (cont.)

Modern Studies

Mr Barry Graham
Mr Lewis Gray
Miss Emma Stuart

Religious Education

Mr Glyn Wilson

Support Staff Academy

Learning Assistants

Mrs Jane Chalmers
Mrs Hazel Harvey
Mrs Lynne Kennedy
Mrs Laura McAulay
Mrs Shona Robertson
Mrs Gail Sims
Ms Nicole Steggles
Mrs Rachel Templeton

Library Assistant and PA to Head Teacher

Mrs Caroline Menzies

Pupil Equity Fund

Mrs Anne Marie Wood (PEF Project Officer)
Mrs Val McNeil (Learning Mentor)

Team for Visually Impaired

Mrs Anne Marie Flannighan (Communicator)

Technicians

Mrs Sarah Dalglish (Science/Whole School)
Mr David Simpson (Design & Tech/Art/Whole School)
ICT support delivered centrally

Janitors

Mr Austin Milson
Mr Robert Patterson
Mr Jim Wood

SDS Careers Adviser

Mrs Melissa McGhie



10. Contact Us

If you need to find out something

Our Office Staff are your first point of contact. They will be pleased to deal with any enquiry you wish to make regarding your child and put you in touch with the relevant member of staff.

If you have concerns

If you have concerns about your child/ren in the Secondary your initial contact would be the Principal Teacher Pupil Support (PT PS) in charge of their House group. This may then be passed to the relevant Deputy Head Teacher (DHT) to deal with or possibly to the Head Teacher depending on the nature of your concern.

In the Primary or ELC your initial contact is one of the Deputy Head Teachers.



Kerry Fraser
PT Pupil Support
Cairn



Natalie Flint
PT Additional Support
for Learning



Laura Mack
PT Pupil Support
Scaur



Lauren Robertson
PT Pupil Support
Nith
Monday, Tuesday & Thursday



Euan Laverty
PT Pupil Support
Nith
Wednesday & Friday



Barry Graham
Head Teacher 2-18



John Blair
Depute Head Teacher
Academy



Euan Mack
Depute Head Teacher
Academy



Sarah McDiarmid
Depute Head Teacher
Primary
(ELC/P1-P3)



Janis Gray
Depute Head Teacher
Primary
(P4-P7)

If you have a complaint or concern

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>. Additional information can also be found on page 27 of the D&G Education Authority handbook <https://dumgal.gov.uk/article/20049/>.

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: normal response is within 10 working days. Issues arising at a school level should in the first instance be brought to the attention of the class teacher and senior school staff, such as Head or Depute Head Teachers 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 Council's Corporate Complaints Unit.

Compliments

It is important for us to know when we are getting it right. If you have positive feedback about a service or staff member, it is useful for us to know. When we receive a compliment, it is passed on to the relevant manager and fed back to the staff involved in delivering that service.

11. Pre School Education

Wallace Hall ELC was opened in August 2010. Three year olds are entitled to funding from the beginning of the Summer, Christmas and Spring term only following their third birthday. Enrolment dates and times are advertised in the local press and on social media but generally these take place in March/April.

The ELC has a separate handbook which will be issued to parents prior to them starting.

Wallace Hall ELC provision is in the form of an indoor and outdoor area for play directly attached to the main primary school.

Our ELC aims:

- Together we grow, learn and achieve: to develop happy, engaged and confident individuals.
- To provide a happy, secure, well-ordered and stimulating environment for all the children.
- To encourage the emotional, social, physical, creative and intellectual development of the children.
- To encourage positive attitudes to self and others, developing confidence and self-esteem.
- To encourage pupils to have a caring and empathetic attitude towards each other and to develop a sense of responsibility and social awareness towards the community.
- To create opportunities for children to learn through play and to encourage children to explore the world, stimulate their interest and imagination and to encourage a curious and enquiring mind.

- To ensure there is challenge and enjoyment, progression, depth, breadth, relevance, coherence, personalisation and choice for all young learners.
- To foster supportive and effective home and ELC links.

Children develop a feeling of security and confidence when they know that parents/carers and teachers are working together. We look forward to working with your family to make your child's time at Wallace Hall ELC rewarding and to ensure a smooth transition into Primary One.



12. The School Day

The Nursery Day

Nursery is open from 8am until 6pm.

All nursery children are entitled to 1140 hours of ELC per year, 30 hours per week during term time.

Please note Wallace Hall ELC is only open during term time.

Primary School Day

School Starts	9.10am
Morning Playtime	10.30am – 10.45am or 10.45am – 11.00am
Lunchtime	12.15pm – 1.00pm or 12.30pm – 1.15pm
School Closes	3.10pm

The Active 10 usually takes place during the afternoon, where the children take part in 10 minutes of physical exercise, for example the Daily Mile. More information can be found here: <https://thedailymile.co.uk/>.

The Primary playground is supervised from 8.40am.

The morning playtime is from 10.30am until 10.45am for P4, P5 and P6 and from 10.45am to 11.00am for P1, P2/3, P3 and P7. We have chosen to maintain two play times as it allows pupils to have more space to play and enjoy their break time.

The Health and Wellbeing of all the children at Wallace Hall is a top priority and we encourage all the children to eat healthy snacks and be active at playtimes. Please provide your child with a healthy snack. Examples include fresh or dried fruit, vegetable sticks and rice cakes.

Our friendly playground supervisor looks after the children at playtime and lunchtime with the help of our Learning Assistants and DHTs. Learning Assistants and Office Staff are responsible for first aid accidents/injuries.

Weather permitting, children play outdoors at breaktime. Please ensure that your child comes to school suitably dressed for the weather conditions. On very wet days, pupils are supervised in their classrooms and are expected to play quietly and sensibly. P7 pupils help with younger children during wet playtimes.

Assemblies

Assemblies usually take place on a Monday and a Friday afternoon. Assemblies are times for the

Primary school to gather together and may involve classes presenting their learning, celebrating wider achievements, marking special occasions or events, learning about Rights Respecting Schools, the Wallace Hall 8Cs and demonstrating the 4 capacities.

Primary 7 children are involved in leading and presenting assemblies. In recognition of their efforts during the week, pupils are presented with certificates to celebrate progress and achievement, for demonstrating the 8Cs, for achieving a new Accelerated Reader status and Times Tables Rocks Stars Awards.

Academy School Day

Our day in the Academy starts at 9.15am and finishes at 3.45pm.

A sample day from a typical timetable shows how our day is organised.

Timings of our school day are as follows:

Monday	
Period 1	9.15-10.10am
Period 2	10.10-10.55am
Breaktime	10.55-11.10am
Period 3	11.10-11.55am
Period 4	11.55-12.40pm
Period 5	12.40-1.25pm
Lunchtime	1.25-2.05pm
Period 5	2.05-2.55pm
Period 6	2.55-3.45pm
Tuesday-Friday	
Period 1	9.15-10.18am
Period 2	10.18-11.11am
Breaktime	11.11-11.26am
Period 3	11.26-12.19pm
Period 4	12.19-1.12pm
Lunchtime	1.12-1.59pm
Period 5	1.59-2.52pm
Period 6	2.52-3.45pm

A number of individual year group assemblies will take place throughout the year. These assemblies will utilise the expertise of a wide range of outside speakers to enhance the social education programme. We have a variety of contributors to our morning assemblies including:-

- Senior Management Team
- Pupil Support Staff
- School Ministers
- Various school departments
- Different outside agencies

13. School Uniform

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, disability or poverty. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Skills, Education and Learning Directorate 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 (e.g. football colours).
- Could cause offence (e.g. anti-religious or political slogans).
- Could cause health and safety difficulties (loose-fitting clothing, dangling earrings).
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, (such as 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.

It is not normal policy for the authority to remove a pupil from school solely based on her/his dress. However, a persistent refusal to respond to a reasonable dress code could be deemed a challenge to the Headteacher's authority and as such be detrimental to the good order of the whole school community.

In such circumstances a Headteacher could justify the use of other school disciplinary procedures.

Primary School Uniform/Dress Policy

The colours for Wallace Hall Primary are grey and navy blue. The school sweatshirts and cardigans are navy blue with a green logo and can be purchased from the school office. The sweatshirts and cardigans cost £9–£10.50. They are comfortable and practical and provide a sense of belonging for the pupils both in school and on outings. In addition, we have turquoise polo shirts which also have the school badge and cost £8.50–£10. Soft shell jackets are available for £20. Please note that sweatshirts and polo shirts do not have to be purchased from the school office and can be purchased from other shops without the logo. Please see the Primary School Uniform Guidelines ([Appendix B](#)) for pictorial examples of the Wallace Hall Primary uniform.

Please provide your child with a 'paint shirt' (an old shirt or overall with sleeves is ideal) to be worn when any art work or messy activity is going on in class.

On PE days, your child should come to school dressed in their PE kit, which should comprise:

- Plain, dark-coloured shorts, leggings or jogging trousers
- Plain, white t-shirt (no football tops)
- Plimsolls or trainers are both acceptable, however trainers do offer more support and grip. In the younger classes, gym shoes should be Velcro or elasticated.
- Weather permitting, we will be outside when possible so your child can also bring a tracksuit top and/or bottoms.

Please clearly mark all items of clothing and footwear with your child's name.



Academy School Uniform/Dress Code

We see our school dress code as encouraging a sense of pride in our school. At meetings with parents in the past, we have found that most of you are also in favour of your children conforming to our dress code ([Appendix C](#)).

We stress the importance of our school dress code because it shows you are with us and encourages a sense of identity with our school.

The basic school wear is:

- White shirt
- School tie
- Black v-neck jumper/cardigan (must be able to see the tie)
- Wallace Hall Academy hooded top
- Black trousers, knee length skirt or dress shorts (no denims or jeans)
- Black coloured footwear

Please also note that jeans/denim should not be worn at school unless during a designated 'dress down day'.



School Clothing grants

(also referred to in the section on Financial Support for Children and Families)

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £134 per primary aged child and £150 per secondary aged child. Guidance and more information is available at: <http://www.dumgal.gov.uk/article/15246/Schoolclothing-grants>.

The Education and Learning Directorate state that they are committed to supporting families through their Anti-Poverty Strategy. Details of this can be found at: <https://dumgal.gov.uk/article/15791/tacklingpoverty>.

School Uniform Bank Project

Schools should also make parents aware of the School Uniform Bank Project.

Donation and Collection. Information can be found at: <https://www.dumgal.gov.uk/article/15246/> under the heading School Uniform Bank – Free Clothing Support.



14. School Meals

School Meals

In Dumfries & Galloway Council, Economy & Resources, Facilities Services - Catering are bound by the Food and Drink in Schools (Scotland) Regulations 2020, which means they create a balanced nutritious meal daily. By following these guidelines Facilities Services – Catering Services:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals

The Naturally D&G brand ensures that:

- Meals are freshly prepared, with seasonal ingredients
- Eggs are from free-range hens and our meat is from animals farmed to British welfare standards
- They don't serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients

Special Dietary Requirements

Facilities Services – Catering provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons including specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full.

All parents/carers of children with allergens should register with the catering team as soon as they are aware that their child has an allergen or intolerance to food.

For more information contact the Solutions Centre on 01387 271 112 or solutionscentre@dumgal.gov.uk to access the Legislation & Nutrition Officer.

Free School Meals

Free school meals are provided for all pupils in Primary 1, 2, 3, 4 and 5. Confirmation of when this will be rolled out to P6 & P7 from the Scottish Government has yet to be confirmed.

In Nursery, eligible children can receive up to 1140 hours a year of Early Learning and Childcare. As part of this funded offer the child will be entitled to one free meal and a snack each day.

In Nursery and Childcare settings the Scottish Milk and Healthy Snack Scheme will fund a daily serving of plain fresh milk (or specified non-dairy alternative) and a healthy snack (a portion of fruit or vegetables) for children who attend childcare settings for 2 hours or more, per day, in registered settings. More information can be obtained from your childcare provider.

The Council Webpage and Facebook will be updated with information for parents.

<https://www.dumgal.gov.uk/article/15236/Funded-early-learning-and-childcare-for-3-and-4-year-olds>

All primary schools are now operating a pre-order system for school lunches for paid and free school meals. Parents/Carers will receive a letter informing them of how to create and set up an account for their child. We encourage all parents to use this system as it maximises learning time in the mornings.

Online pre-ordering of school meals is currently being rolled out to all secondary schools, information will be supplied by your school.

Free school meals can lead to a large saving in each year, nursery and primary school pupils can potentially save £361 and secondary school pupils can potentially save £370. You will also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the number of pupils who are entitled to free school meals. For more information visit <https://www.dumgal.gov.uk/schoolmeals> or visit the school meal website for further information <https://www.dgschoolmeals.co.uk/w>

Lunch in the ELC

Lunch in the ELC is a sociable time where the children sit with their friends and staff in the nursery to enjoy either a school lunch or a packed lunch from home.

Nursery aged children are entitled to a free school lunch. The Wallace Hall school kitchen provides a two-course set meal. The children are offered a choice of hot meal or a milk bar option. The current menu can be found displayed in the ELC and copies have been sent out to parents.

If you pack a lunch for your child, for safety reasons, please do not provide glass containers. As with other items of personal property, please label packed lunches with your child's name. **Please note: we are a nut-free school.**

All staff encourage the children to use good manners and to enjoy the social occasion of eating lunch together with their friends.

Lunch in the Primary

Lunch in the Primary is a sociable time where the children sit with their friends in the dining room to enjoy either a school lunch or a packed lunch from home.

The Wallace Hall school kitchen provides a two-course set meal at a fixed price (£1.90). Pupils in Primary 1, 2, 3, 4 and 5 currently receive free school meals. Pupils are offered a choice of hot meal or a Take Four option. Each morning a catering assistant collects any money. The current menu can be found in the 'Pupil Information' area of our school website:

<https://www.wallacehall.co.uk/pupil-information>.

If you provide a packed lunch for your child, for safety reasons, please do not include glass containers. As with other items of personal property, please label packed lunches with your child's name.

Please note: we are a nut-free school.

The DHTs, Learning Assistants and Catering Assistants supervise the children in the dining room; all staff encourage the children to use good manners and to enjoy the social occasion of eating lunch together with their friends.

Primary children are not allowed out of the school premises during the lunch break unless they are going home for lunch by prior arrangements with the school office.

Lunch in the Secondary

Students joining Wallace Hall Academy will have applied for a Young Scot Card in P7 and should have been issued with the card prior to induction days. Students



who do not have a card or who require a replacement card should contact our School Office for more information. Parents are able to add money to the card to allow for cashless purchases in the canteen. Parents are also able to keep track of the purchases made by their child.

A daily "upper spend limit" of £5 prevents all the money on the card being spent in one day. You may request an alternative daily spend limit. A minimum of £2 will be required to purchase a two-course meal.

For the first few weeks, 1st year pupils are sent for lunch five minutes before the other years so that they are the first to be served each day.

The Dining Hall is also open at morning interval for filled rolls, hot drinks etc. as part of the catering service. It provides a warm sheltered area particularly in winter months.

Students on free meals have the same card and can be assured anonymity. Online payments are encouraged but cash and cheques can be loaded onto the account for additional purchases.

For more information please visit:
<https://www.ipayimpact.co.uk/IPI/>.



15. School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit:

<http://www.dumgal.gov.uk/article/15245/Free-school-transport>

Who is entitled to school transport?

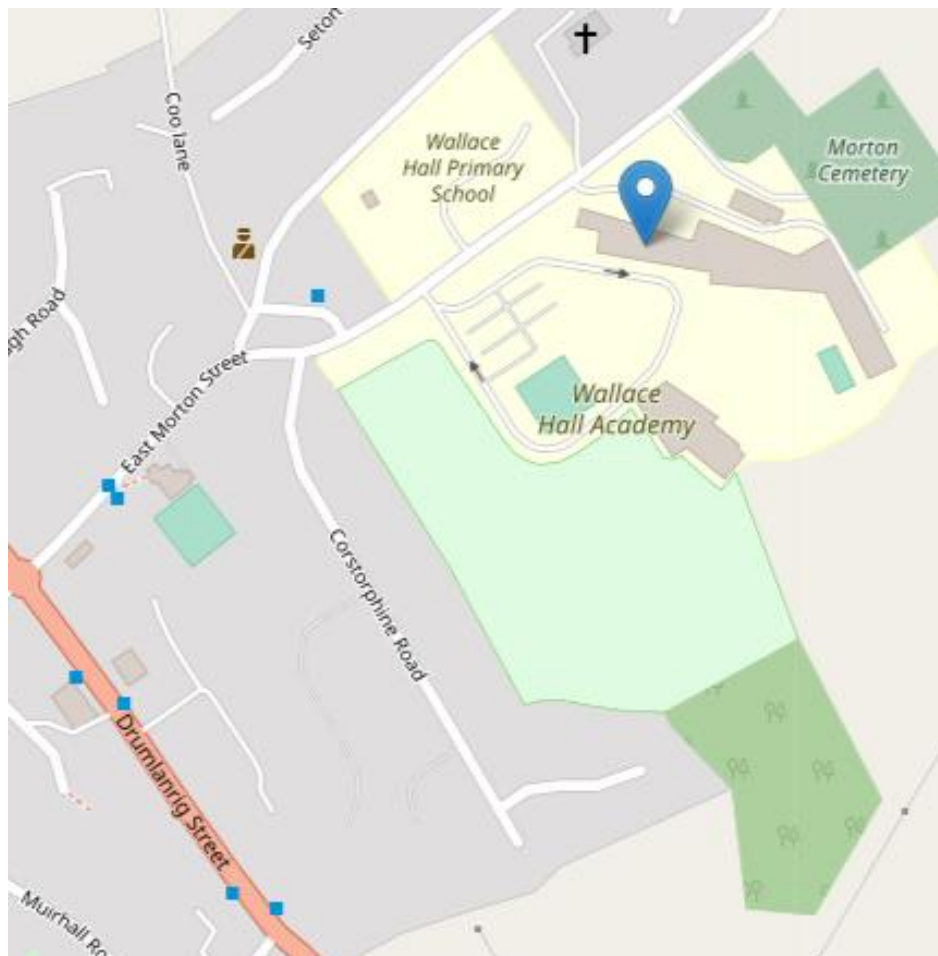
- Pupils who live 2 miles away from their catchment school if they are under 8 years
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that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

However, it is the Parents responsibility to ensure that that their child reaches the designated pick-up point or the school safely. With respect to the safety of any route to a designated pick-up, the Transport Policy states that "All routes are assessed on the assumption that the child is accompanied by a responsible person."

There is no charge to pupils entitled to free school transport. Pupils and parents are informed of the travel arrangements at the beginning of the session. Bus passes are issued during the first few days of the session.

Pupils living less than 3 miles from school may be allowed to travel on contract transport if seats are available, this is known as Grace and Favour. If you live more than 2 but less than 3 miles from school, and are in receipt of certain benefits, then financial support may be available. Please contact the school office for more information and a relevant application form.

Pupil behaviour on school transport is generally very good. A Depute Head Teacher works very closely with the bus companies to ensure that any problems with behaviour are quickly resolved. Our senior pupils help by monitoring the behaviour of younger pupils on buses.



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

When school transport is required for a pupil, the school will contact Education Services. 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 'Near Me' on the Council's website <https://nearme-dumgal.hub.arcgis.com/>

If your child attends an alternative school by parental choice, it is the responsibility of the parent/guardian to organise transport to the school. Your child is not automatically entitled to transport on the designated school bus if your address is outwith the catchment area for Wallace Hall.

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.

Free Travel for 5 - 22 year olds

From 31 January 2022 all children and young people aged 5-22 will be entitled to free bus travel in Scotland.

You can apply for free travel online from today at <https://getyournec.scot/nec/> (This cannot be done through your school)

If you already have a National Entitlement Card or Young Scot National Entitlement Card, you must apply for a new or replacement card to travel by bus for free, however, all children who are currently in P7 will have forms sent home from school for the school to apply for the Young Scot Card on their behalf as part of the transition to secondary.

These cards will all have the free travel applied automatically as long as the form is returned to school and signed by the parent/guardian. If you do not wish for your child to have the free travel applied to their card, you will have to apply for a card without travel online at www.getyournec.scot

For more information on this and other entitlements through KIDZ card or Young Scot Card please visit <https://www.dumgal.gov.uk/article/15933/Young-Scot-cards> or speak to your school for any help.



16. Respect for All

The Directorate of Education and Learning Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools' Policy.

We also acknowledge The United Nations Convention on the Rights of the Child:

- Children's Rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind

AND the Equality Act 2010 that places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Religious Observance

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. In line with Dumfries and Galloway Education Authority guidelines, Wallace Hall recognises and welcomes diversity and promotes respectful understanding. Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC

Positive Behaviour – Anti Bullying

Scottish-based research indicates that schools, where attainment is higher than expected for their catchment area, demonstrate positive relationships throughout the school community and that children and young people are involved meaningfully in decisions which affect them at all levels of the school.

Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that all adults model behaviour which promotes positive relationships and positive behaviours.

All schools should have an anti-bullying policy. This policy must reflect the Dumfries and Galloway guidance, and also Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

Schools will have different ways of putting the principles of anti-bullying into practice to reflect local environments and culture. Schools should have an approach which makes it clear that bullying behaviour will be addressed in line with Scottish Government approaches.

The entire school community: teaching and non-teaching staff, pupils and parents, should be involved and must be committed to this. The policy should be reviewed on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work and be impact assessed. Support and guidance on developing school policy is provided by respectme:

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

<https://respectme.org.uk/>

17. Positive Behaviour and Celebrating Success

Promoting Positive Behaviour in the Primary

Wallace Hall Primary has clear and high expectations for every child in all areas of school life. Our caring staff gently guide the children in forming positive relationships with one another, and together we strive to create a respectful and nurturing environment where children feel happy and confident, and can thrive socially, emotionally and academically.

Our school is a welcoming place for all and the views of pupils and parents/carers are sought, valued and listened to. Building open and honest relationships with parents/carers is vital, and we encourage you to get in touch if you have any queries or concerns.

Our Promoting Positive Behaviour Policy and Anti-Bullying Policy are in the final stages of review. Parents, pupils and school staff have participated in this process. Children's, parents' and staffs' views, along with The UN Rights of a Child, Rights Respecting Schools and Scotland's Anti-Bullying Service, Respect Me, guidelines informed the creation of our new policies.

Children are involved in discussing and creating their own class charters with their teachers.

Children are encouraged to take personal responsibility for their own actions and to understand the impact of their actions on other people.

When a child behaves in an inappropriate manner then this is managed in school using restorative approaches. Where unacceptable behaviour persists, the school will contact the parents/carers to work together to support the child.

Celebrating Success in the Primary

All school staff seek to develop pupils' own motivation for learning. Children are encouraged to take pride in their work, share their successes and seek support when they are having difficulties.

Effort, demonstrating perseverance and resilience, and going 'above and beyond' in any area of school life are recognised and celebrated.

The school's shared expectation of all children respecting the school and class charters is currently marked with Play 31 each week. This usually takes place on a Friday.

Children are awarded house points, certificates, badges and stickers for specific achievements. Weekly house point totals are announced at assembly and pupils in the winning House gain an extra 5 minutes of playtime the following week.

School is just one part of your child's life and we want to recognise and celebrate your child's achievements outside of school. Examples of wider achievements range from a child being able to tie their shoelaces independently, trying a new food, looking after a pet, badges earned at Cubs, being a committed member of a club or group, or music, dance and sports success. Please share these successes with school by getting in touch via our school email address:

gw08officewallacehal@ea.dumgal.sch.uk

or by your child sharing a photo or bringing in a badge, certificate, medal etc. into school.

At the end of the session we award a number of trophies to pupils who have excelled in their approach to their studies, progress made, sports and in citizenship over the year.



Neve has won the Christmas Card design fundraisers competition

Positive Behaviour and Celebrating Success in the Academy

The Academy's aim of being an effective learning environment; a caring community; a place where people have self-respect; and have respect for others can only be achieved within a framework of good discipline. The basis of a discipline system is laid in the classroom where teaching staff set clear standards of work, punctuality and politeness. Staff also seek to establish an atmosphere of mutual respect in which teachers and pupils can achieve their common aims. A structured discipline system is used to discourage misbehaviour and keep parents informed. Good work and good behaviour is also recognised and praised both in classes and by prizes and awards for each year group.

Pupils are expected to behave at all times in a socially acceptable manner. This involves self-discipline and consideration for others. A number of sanctions may be applied by staff across the school in accordance with the school's Positive Behaviour Policy.

Pupils who misbehave consistently or who take part in a serious breach of the agreed school code will be referred by the class teacher. Principal Teachers will deal with these incidents by issuing detentions or contacting parents and possibly referring on further to the appropriate member of SMT.



Lily, Iona and Sophia with their Young Writers Association 'Talent for Writing' Certificates

House points are awarded to pupils to celebrate high levels of effort shown in relation to learning within the classroom. House points are also used to celebrate pupils who demonstrate particular positive behaviours outwith the classroom environment - this can include house events, sporting and extra-curricular events.

When students are not demonstrating the high standards of effort and behaviour expected at Wallace Hall Academy, demerits are issued. These are monitored by teachers and, when required, sanctions are put in place to ensure that behaviour and effort does not continue to fall below standards expected.

Discipline at Wallace Hall Academy is extremely good due to clear guidelines, high expectations and a good ethos of learning. We believe, and value highly, our teacher – pupil interaction and positive relationships.

Persistent misbehaviour will be referred to the Depute Head Teacher or Head Teacher and may result in:

- Interview with parent
- Introduction of a personalised behaviour support system
- Referral to Behaviour Support
- Exclusion procedures

Repeated misbehaviour will incur increasingly severe sanctions. However, a serious incident is likely to incur an immediate severe penalty. Any serious incidents will be referred to the Depute Head Teacher/Head Teacher and logged and the police may be called if appropriate. Serious incidents could include violence towards pupils or staff, vandalism, theft or continued refusal to comply with instructions from a member of staff. Where a situation is potentially harmful or dangerous, appropriate action will be taken to protect the child and others. We are pleased to say that at Wallace Hall Academy we would expect these to be rare occurrences.

If you have any concerns that your child may be the victim of bullying, please contact the Head Teacher.

18. The Curriculum

Curriculum for Excellence

Curriculum for Excellence (CfE), now known as 'Scotland's Curriculum,' is bringing learning to life in the way education is delivered for all 3-18 year olds in nursery, primary, secondary, at college and via workplace or community learning. It aims to respond and adapt flexibly to meet the needs of an ever changing and evolving world and Scotland's place within it. At its heart lies a constant commitment and drive towards excellence and equity, to raise standards, improve knowledge, develop skills for all learners and close the gap between the lowest and highest achievers by ensuring everyone has an equal opportunity to be successful no matter what their background or circumstances. Ultimately it aims to nurture children and young people to become

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

1. Curriculum areas and subjects
2. Interdisciplinary learning
3. Ethos and life of the school
4. Opportunities for personal achievement

Curriculum Levels

Early Level:	Nursery to P1
First Level:	P2 to P4
Second Level:	P5 to P7
Third & Fourth Levels:	S1 to S3
Senior Phase:	S4 to S6

Additional information on the Curriculum for Excellence can be found in the [Dumfries and Galloway Education Authority Handbook](#).

[Education Scotland's summary of the Curriculum for Excellence can also be found here.](#)



WHPS pupils learn British Sign Language



Mr Graham with some of our Eco Committee who did a sponsored silence to raise money for the Hebridean Whale and Dolphin Trust

There are eight curricular areas in the primary:

Languages and Literacy

Language is about communication. Through language, your child receives knowledge and acquires skills, explores feelings and relationships and conveys meaning. Language permeates the whole curriculum. We aim to encourage each child to develop skills so that language may be used effectively for understanding, communication and pleasure through listening, talking, reading and writing.

Curricular Organisers:

- Listening & Talking
- Reading
- Writing

Modern Foreign Languages

Wallace Hall Primary is implementing the [Scottish Government's '1+2' policy for Modern Foreign Languages](#).

French is taught in P1 to P7 in line with the National expectations. French is continued at Wallace Hall Academy.

Additional languages can include Spanish, BSL and Scots language from year to year.



Mathematics and Numeracy

Children are taught to become numerate, to develop a positive and confident attitude towards mathematics and numeracy, and to apply mathematics to everyday life. Mathematics includes the process of problem solving and enquiry. Learning and using strategies, problem solving, investigation and reflection on what is being/has been learned are incorporated within lessons. Mathematical concepts are continually reinforced and practised.

Developing Number Knowledge (DNK) is the core resource used for mathematical learning and teaching in Wallace Hall Primary. Teejay Maths, Scottish Heinemann Maths, Count on Us, SumDog and Times Tables Rock Stars are used as supportive and supplementary materials.

Curricular Organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money & Financial education Time & Measurement
- Data and analysis
- Ideas of chance and uncertainty

Health and Wellbeing

We aim to provide the children with the experiences and information to make informed choices in their lives.

Our Health and Wellbeing programme is supported by Mr Law, our Primary PE specialist. Children in P4 usually take part in a block of curricular swimming lessons and pupils in Primary 7 participate in the regional Operation Safety events.

Curricular Organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood*
- Dance

Relationships, sexual health and parenthood (RSHP)

Our teaching programme, parent information and teaching resources are guided by the National Resource, Relationships, Sexual Health and Parenting, and is available for parents to view at www.rshp.scot.

Parents will be notified before a block of work begins and will be given the opportunity to view the teaching and learning materials which will be used.



Expressive Arts

Children use the expressive arts to explore their feelings and express their own ideas as well as learn skills and techniques.

Curricular Organisers:

- Art and Design
- Drama
- Music

Religious and Moral Education

Religious and Moral Education is taught as ongoing class work and project work. Regular reflection time during assemblies also takes place. Emphasis is placed on the eight 'Cs' (see School Ethos) as part of the children's personal and social development.

Religious and moral education (non-denominational) involves exploring Beliefs, Values and Issues and Practices and Traditions through the context of Christianity, World Religions selected for study and belief groups independent of religion. It supports children and young people in the development of their own beliefs and values.

Parents who do not wish their children to be actively involved in religious observance should discuss this with the Depute Head Teacher/Head Teacher.

Curricular Organisers:

- Christianity
- World religions
- Development of beliefs and values.



Sciences

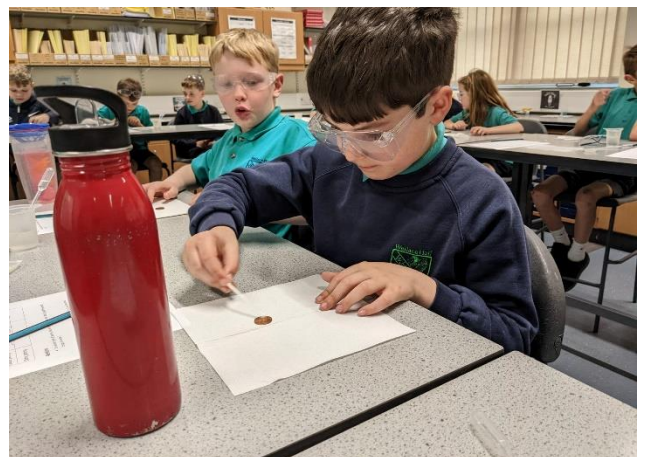
Through science, pupils will develop their interest in, and understanding of, the living, material and physical world.

Among many other things, learning in the sciences will enable children to:

- Develop curiosity and understanding of the environment and my place in the living, material and physical world
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop the skills of scientific inquiry and investigation using practical techniques

Curricular Organisers:

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



Social Studies

Through Social Studies the children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They will also engage in entrepreneurial activities which stimulate an enterprising attitude.

Curricular Organisers:

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

Technologies

Technologies are connected with all other areas of the curriculum and will allow children opportunities to extend and apply specialist knowledge, be creative designers and broaden and develop their understanding of ICT and its role in the world.

Curricular Organisers:

- Technological developments in society and business
- Digital Library
- Computing science
- Food and textile technology
- Craft, design, Engineering and graphics

Interdisciplinary Learning

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. It promotes the development and application of what has been taught and learned in new and different ways.



Academy Subject Information

Wallace Hall Academy offers a variety of subjects and levels of study from S1 to S6. All courses are well planned and delivered in an engaging and stimulating manner for pupils to ensure high quality learning experiences.

Pupils will be required to select subjects for further study at various points throughout their time at Wallace Hall Academy. At these times, support will be given to both pupils and their parents in a variety of ways. Subject choice information sessions will be held in addition to parents' evenings which will allow further discussion with individual subject staff members. This will allow pupils to make informed choices about which subjects to select. Parents and pupils will be invited to individual option interviews which will give the opportunity to discuss further subject selection; such interviews will be with members of the Senior Management Team or Pupil Support Staff.

Option booklets are updated on an annual basis giving the most relevant information to pupils.

The options process itself will begin in January. Pupils required to make subject choices will have completed the process by the end of March.



An overview of our curriculum is given in the following table, highlighting the number of subjects studied in each year.

YEAR	CfE COURSE
S1	16 COURSES
S2	16 COURSES
S3	11 Courses + Elective
S4	Maths + English + 5 Free Choice (7 courses in total)
S5	5 COURSES Free choice + Elective
S6	4 or 5 COURSES Free choice + Elective

In addition to the above, pupils also receive their core entitlements of PE, RMPS and Health and Wellbeing.

It is our duty to provide religious observance which is an inclusive, valuable and meaningful experience for all. Parents have the right to withdraw their child from a Religious Observance if a written request is made. If you wish to withdraw your child, please discuss this with the Headteacher.

At Wallace Hall Academy we are proud to offer a wide range of supported study opportunities, with every faculty in the academy represented in our provision. We encourage all of our pupils in the Senior Phase to make effective use of these opportunities and attend regularly, where they can. Supported study sessions are available both during lunch and after school with sessions running on Tuesdays, Wednesdays, Thursdays and Fridays to be sure that pupils are given ample opportunity to attend multiple sessions across the school week. ([Appendix F](#)). These sessions are not only wide-ranging in their curricular reach but in the academic level they are tailored to, with National 5, Higher and Advanced Higher catered for across many subject areas. We appreciate the encouragement that parents, carers and key stakeholders in our community can give to young people in order to help them make best use of these opportunities and we look forward to continuing to raise attainment through such bespoke support provision, each and every year.

Curriculum for S1-S3

Moving from Primary to Secondary School is a major and exciting step for any youngster. We are always pleasantly surprised at how quickly our new S1 pupils settle in at Wallace Hall Academy. They obviously enjoy the challenge of the new subjects and quickly get used to having a variety of teachers. We have well established links with our cluster schools leading to the final three induction days in June.



Pupils continue to undertake what is known as the Broad General Education (BGE) in their first three years at secondary school. This is then followed by the Senior Phase in years four to six where pupils will sit their National Qualifications. In the BGE pupils follow a common course in S1 and S2. In S3 pupils are able to make some personalisation and choice in the subjects which they wish to study.

The various subjects in S1 and S2 and their time allocations are illustrated in the table opposite. Taken together these subjects give our common course in S1 and S2.



Almost all S1 pupils should have completed the Outcomes and Experiences for Level 3 by the end of S3. Some subjects in S1 are taught in rotation e.g. a class may be taught Home Economics for 2 periods per week for half the year and then change to Physical Education.

Over the year each of those subjects will average 1 and 3 periods per week respectively.

S1 and S2	Period Allocation
English	4
Mathematics	4
Science	4
Modern Languages	3
PE	3
Technology	2
Modern Studies	1
History	1
Geography	1
Home Economics	2 periods on rotation
Music	1
Drama	1
Art and Design	1
ICT/Computing	2
RME	1
Social Education	1
Total	31

Classes in S1 and S2 are arranged in mixed ability groupings in all subjects except for Mathematics. In Mathematics pupils are set into classes according to their ability in the subject.

Additional Support for Learning is used to help youngsters to access the curriculum more readily.

Curriculum for S4-S6

At the end of S3, pupils may make a selection of SQA subjects to study. The courses they choose to study will depend on the pupil's ability and interest in the subjects as well as their possible future career choice. Advice and guidance will be provided to ensure that pupils choose a well-balanced curriculum, which will take possible future career choices into consideration. Each pupil will be carefully guided in their subject choice by their Pupil Support Teacher and parents will be consulted at all stages. Parents have the opportunity to discuss options with subject teachers at the S3 Parents' Evening. The final choice will be confirmed in writing to parents. Most pupils will study 7 SQA subjects; English, Maths and 5 other subjects.



At the end of S4, each student is guided by their Pupil Support Teacher to choose appropriate subjects for study in S5. The final choice is confirmed at a meeting between the student and their Pupil Support Teacher or a member of the Senior Management Team. Students undergo a similar process in their move from S5 to S6. Parents are able to come into school for consultation if they wish. All parents receive an options form to consider and sign when agreed.

Courses likely to be on offer to S5 and S6 for session 2023/24 are shown on the next page.

In S5, students will take 5 courses of study at levels appropriate to their ability. This will account for 25 periods of study per week. The remaining 5 periods per week are devoted to Social Education, Physical Education and modular courses.

In S6, the programme is generally more flexible. Although S6 students still undertake 4 courses of study, a little more time is allowed to develop skills in independent study in preparation for further and higher education.



CURRICULUM CHOICE

ADVANCED HIGHER COURSES	HIGHER COURSES	NATIONAL 5 COURSES	NATIONAL 4 COURSES	VOCATIONAL COURSES
Art & Design	Administration & IT	Administration & IT	Administration & IT	Barista/Practical Cookery
Biology	Art & Design	Art & Design	Art & Design	Forestry *NPA
Chemistry	Biology	Biology	Biology	Photography NPA*
Drama	Business Management	Business Management	Business Education	Rural Skills*
English	Chemistry	Chemistry	Chemistry	Sport & Fitness *
French	Computing Science	Computing Science	Computing Science	College Courses
Graphic Communication	Design and Manufacture	Drama	Drama	Childcare N5/H
History	Drama	Engineering Science	English	Construction
Mathematics	Engineering Science	English	French	Cyber Security
Modern Studies	English	French	Geography	Digital Animation
Music	French	Geography	Graphic Communication	Electrical Engineering HNC
Physical Education	Geography	Graphic Communication	Health & Food Technology	Hair and Beauty
Physics	Graphic Communication	Health & Food Technology	History	Introduction to Mechanics
	History	History	Mathematics	Professional Cookery
YASS** Various courses available at SCQF level 7	Mathematics	Mathematics	Modern Studies	Sport and Recreation
	Modern Studies	Music	Music	
	Music	Physical Education	Physical Education	
	Photography	Physics	Physics	
	Physical Education	Practical Cookery	Practical Cookery	
	Physics			
	Politics			

*NPA = National Progression Award

**YASS = Open University Young Applicants in Schools Scheme



Health and Wellbeing Education



It is our policy to ensure that your son or daughter receives a comprehensive education on all matters relating to their general fitness and physical and emotional well-being. Health and Wellbeing Education is given at appropriate times during their school careers on topics such as:

- Personal Hygiene care of body and clothing
- Adolescence emotional and physical changes affecting young people
- Healthy Body exercise and good eating habits
- Drug Abuse - includes references to alcohol, tobacco, solvents and prohibited and medical drugs.

Health and Wellbeing Education is dealt with in many areas of our curriculum e.g. Health and Wellbeing, Home Economics, Science, P.E. as well as by a number of external partners such as School Nurse, CAMHS and Police Scotland.



Instrumental Music Tuition

Pupils from P5 onwards who would like to learn an instrument can apply for tuition through Dumfries and Galloway Council's Instrumental Music Service.

Tuition is delivered by music instructors who will help your child to gain confidence and realise their full potential in their chosen instrument.



Secondary school pupils will have their lessons delivered on a rota basis during the school day to ensure they don't regularly miss any one subject. Most primary school lessons will take place at the same time each week.

Lessons will follow a structured course of study which is suited to the pupil's abilities as well as SQA, local authority and school requirements. They support learning through to Advanced Higher level and external music examinations where required.

Lessons are currently funded by the Scottish Government however places are limited. The IMS is able to loan orchestral instruments to pupils free of charge. Guitar and percussion instruments are not available for loan, however, they are normally available to use in the school. For more information please visit:

<https://dumgal.gov.uk/article/19027/Instrumental-Music-Tuition>



19. The Wider Curriculum

Extra-Curricular Activities in the Primary School

It is important to encourage pupils to take part in varied activities and new experiences and we try to incorporate extra-curricular activities into the school day to ensure that children who are unable to attend after school clubs due to travel or child care arrangements have the opportunity to become involved. A wide range of activities are also available during Play 31 sessions.

Wallace Hall Primary School works in partnership with Active Schools to offer additional Health and Wellbeing opportunities to children. Active Schools offer regular sessions of Multi-sports, Basketball, Football and Hockey.

Examples of extra-curricular activities previously offered include football, curling, newsletter, computer club, chess, tin whistle group, crafts, Scottish country dancing, knitting, science club, netball, and basketball.

We actively encourage and are grateful to volunteers so please get in touch with us if you have an interest or hobby that you would like to share with a group of children. The link below takes you to our authority advice leaflet on volunteering in schools.

https://www.dumgal.gov.uk/media/23476/0076-20-Leaflet-10-Volunteering-in-Schools/pdf/0076-20_Leaflet_10_-_Volunteering_in_Schools.pdf?m=637348266681030000

Instrument Tuition

Pupils in P5 at Wallace Hall Primary learn to play the accordion. Creative Scotland's Youth Music Initiative through DG Council funds this initiative.

In addition, currently some of our pupils play clarinet, flute, saxophone, violin, drums, guitar and bagpipes. Lessons take place with instructors at Wallace Hall Academy. These lessons happen outside of the school curriculum but are sometimes taken during the school day. The following link will give you additional more information and an application form:

<https://dumgal.gov.uk/article/19027/Instrumental-Music-Tuition>



Pupils leading learning and Pupil Voice in the Primary

House System and House Captains

Our house system helps to further foster children's sense of belonging. The Primary School Houses are Dalgarnock, Dalveen, Drumlanrig and Morton.



Two Primary 7 House Captains per House are elected in the first term of each new session. All the P7 children are offered the opportunity to apply for these roles. The selection process involves a presentation to the House, a pupil vote, a staff vote and an interview with a Depute Head Teacher.

Primary Pupil Council/Rights Group

The Wallace Hall Primary Pupil Council is elected in the first term of each new session. The Pupil Council comprises of two representatives from each class P1-P7.

The Pupil Council meet regularly with Mrs McDiarmid to discuss school-wide issues, consider how to make improvements and plan events in the school, and have a key role in taking forward pupils rights.

P7 Responsibility Roles

Every pupil in P7 holds a position of wider school responsibility within a team. P7 pupils have a choice of the role they would like to undertake.

Responsibility roles include:

- Library Leaders
- Eco Group
- Junior Road Safety Officers
- Sports Committee
- House Captains
- Pupil Council/Rights Groups
- Roving Reporters
- Assembly Helpers

Learning for Sustainability in the Primary

WHPS is mindful of the wider environment and the global impact of our environmental choices.

Pupils have the opportunity to visit the school polytunnels planting, growing and harvesting a range of food on the school site.

As part of The Dandelion funding project the school also has its own biodiversity cube growing crops using UV technology. P4 are currently responsible for Poly Tunnel projects in the primary



Extra-Curricular Activities in the Academy

We have a wide range of clubs that operate in the school. These take place mostly at lunchtimes and staff deserve great credit for the time and energy they give to these activities. These clubs encourage pupils to remain in the school surroundings during their lunch break.

The number of clubs varies from year to year but they may include:-

- Running
- Mandarin
- Football
- Netball
- Hockey
- Baking
- Volleyball
- Girls' Gym Club
- Debate Club
- Creative Writing
- Crafty Club
- Sketch Book Club



Secondary Pupil Council 'Pupil Voice'

The Pupil Voice team in Wallace Hall Academy is long established and represents the pupils of the school. Pupil Voice allows elected pupil representatives from S1-S6 to discuss pupils' views and to make suggestions to the Senior Management Team and teaching staff which will benefit the overall school community.

Pupils throughout the school are encouraged to discuss concerns/issues and suggestions with the Pupil Council and their representatives. The members use a variety of methods to collect the views of fellow pupils. They speak at assemblies, have a notice board and discuss issues with their register classes during health and well-being lessons. They regularly share news and information about new initiatives and the important things that are achieved.

The team meet frequently and many topics are discussed including school transport, school uniform, new school rules and health and safety restrictions. In addition, they work with many groups, including the Community Council and the Police.

Photographs below show the Junior Pupil Voice group and the Senior Pupil Voice group for session 2021/2022.



School Trips

School trips are an important and enjoyable part of school life where learning takes place outside of the classroom.

We will take your child on a range of trips during their time at Wallace Hall. Most of these trips are to local destinations but we do organise additional opportunities for pupils to travel further afield. We ask you to give permission for these trips and to pay for these trips. If we do not have your permission, we cannot take your child.

We are fortunate to have the use of three school minibuses which enables us to have easy access to the local area.

Primary

Examples of recent primary school trips include:

- P5 two night residential to Lockerbie Manor Outdoor Centre, approximate cost £200
- P7 one night residential to Edinburgh – culture and politics trip, approximate cost £125
- Day trip to Tongland Power Station – curricular trip to support learning.
- P3 day trip to Rockcliffe.
- P3 day trip to Robert Burns' House and Dumfries Museum.
- P6 trip to Drumlanrig Castle for Musical Monsters.

We will do everything we can to include every child in these important experiences, and we seek to minimise the costs of school trips wherever possible. The Scottish Government provides schools with a Pupil Equity Fund which can be used to support children living in families with lower incomes or who currently have financial constraints.



Academy

Examples of recent secondary school trips include:



- S1 Trip to Broomlea
- Modern Studies - Scottish Parliament visit
- Alton Towers – Physics
- Chemistry Trips
- S2 curricular trip to Manchester
- Geography field trip - Drumlanrig/Dalveen Pass
- S1 Science trip to Glasgow Science Centre
- Biology trips to Edinburgh Zoo
- Belgium/France (Battlefields Trip) - History
- Iceland - Geography trip
- Drama/English – Theatre Outings
- Ski Trip
- Watersports Trip to the Ardèche
- Berlin
- National Mining Museum
- London (Expressive Arts)



Pegasus Suite

On the lowest floor of the school we have a large, modern, professional kitchen and restaurant suite. The suite is appropriately named 'Pegasus', in honour of the mythological beast that stands on Thornhill's mercat cross that many of us see every day.

Since opening, Pegasus has hosted numerous pupil and staff lunches, community events including a Burns Supper for the residents of Briery Park. The facility has benefitted from the support of a number of professional chefs and training providers on occasion. The Home Economics department along with other departments in the school utilise the facility to enhance learning and teaching. Groups from Professional Cookery, Health and Food Nutrition and BGE Home Economics use the facility to apply skills and learning to the working kitchen environment.

Based in Pegasus, an enterprise that we are particularly proud of is our Barista Group who are working to develop vocational skills for groups of Wallace Hall students. Pupils in our Barista Groups work on developing skills that can be transferred to the world of work. The Barista Group provide support to many events within the school including McMillian Coffee mornings and staff wellbeing events to help them achieve the SQA Barista Skills award, along with developing close links with the Princes Trust.

whapples Social Enterprise Activity

In January 2013, 11 pupil volunteers came together to form a board for a Social Enterprise activity. They were joined by 3 members of the community and 3 teachers, forming a board of 17. The board decided on its project: a community orchard which would allow whapples to fulfil all the aims of social enterprise and would involve cross-generational work.

100 apple and plum trees, 400 hedging plants and over 80 raspberry bushes were planted. This venture has been supported by nursery, primary and secondary pupils.

Since then, the orchard has continued to grow, mature and produce a number of harvests. The Eco groups have taken on the production of WHApple juice with our partner Steilhead cider. Alongside Home Economics we have made and sold a range of products including apple sauce, chutneys, jams and toffee apples.

The school is now looking to develop this further by linking the food we use in Home Economics to the use of our polytunnels and the Pegasus restaurant. Work has also begun on plans to further enhance the whapples space to include a wellbeing area that can be utilised by the school community as an outdoor learning environment, we now have benches in the orchard for lessons. Further information on the plans will be sent to pupils, parents and staff in due course.

Eco Schools



At Wallace Hall, we try our hardest to be as eco-aware and environmentally-friendly as we can. We are actively engaged in the Eco-Schools Scotland programme and currently hold the Green Flag Award for our efforts. This is our fourth award. "Eco-Schools is much more than an environmental management system for schools. It is a programme for promoting environmental awareness in a way that links to most, if not all, curricular areas. In particular, many interdisciplinary themes such as citizenship, education for sustainable development, health education, and social and environmental justice can be tackled through involvement in Eco-Schools" (Eco-Schools Scotland website – <https://www.keepsScotlandBeautiful.org/education-and-learning/eco-schools/green-flag-award/sustainable-development-goals/>)

Wallace Hall Eco-Committee is comprised of pupils from both the primary and secondary and various adults from throughout the school. The committee meets on a regular basis and discusses current school eco-issues and areas for development. This group has overall responsibility for co-ordinating and directing the school's sustainable development in line with Eco-Schools Scotland guidelines, however pupils throughout all stages are regularly involved in environmental eco-activities.

The Eco-Schools Scotland programme encourages action in ten key areas: Litter and Waste, Energy, Health & Wellbeing, Transport, Climate Action, School Grounds, Biodiversity, Water, Global Citizenship and Food & the Environment. At the beginning of each school year the eco-committee conduct an Environmental Review to assess our school's progress in each of the ten areas. From this an Action Plan is devised, identifying which of the ten areas will be a focus for development within the school year. Finally, targets for action are set and these are regularly monitored and reviewed in order to assess progress.

All Eco-Schools information is displayed on a centrally-located board within the canteen allowing all pupils to keep up to date with progress and details can be found on our school website: <https://www.wallacehall.co.uk/eco-school>.

Learning for Sustainability (Lfs)

Sustainable development and education is the responsibility of all staff at Wallace Hall; management, teaching, auxiliary and support staff.

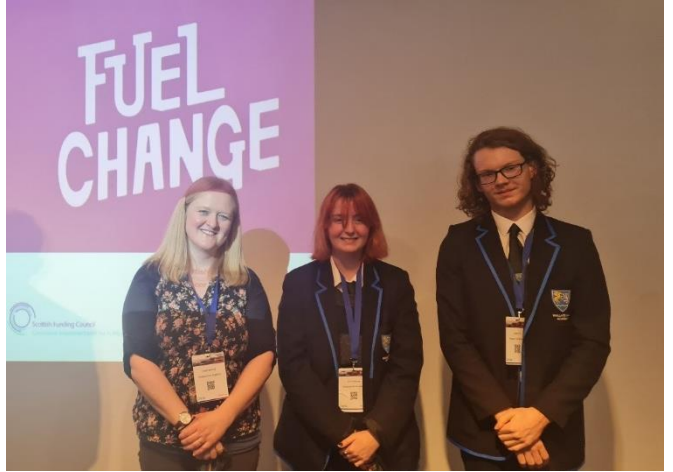
Sustainable Development is embedded in the Academy School Development Plan. In addition, environmental issues are a standard inclusion within the Pupil Council Agenda. This group meet a few times each term and will be involved in the development, implementation and review of the school's environmental policy. They should recommend action that could be taken to meet the policy's aims and, where possible, help to implement the action plan. The new restructuring of our Pupil Council means that any information and issues discussed at these meetings will be quickly and easily imparted to all class groups.

Many areas of our curriculum incorporate education for sustainable development. It is perhaps most easily delivered through Geography, the Sciences and Modern Studies. However, as this policy outlines, all subjects can all promote various elements. With the aim of including climate change education into every subject area, we have recently signed up as a pilot school in Fuel Change Scotland's Foundations programme. This programme aims to embed climate education throughout the curriculum and educate our young people on the importance of addressing climate change. Our links with Buccleuch Estates and the continuing development of our whapples orchard and garden space helps to promote outdoor education.

Please see our school website for information on this year's targets.

Our school community should:

- Develop knowledge and understanding of the natural processes that take place, both within and outside the school environment.
- Understand how life is dependent on the environment.
- Be aware of different environments past and present.
- Understand how past actions and decisions have affected the present environment.
- Know that what we do will affect others in the future.
- Be aware of environmental issues such as pollution, sustainable developments and the destruction of the rainforests.
- Understand that divergent discussion can arise from environmental issues.
- Understand the importance of effective action to protect the environment.



20. Parental Involvement and Engagement

Parent Council and Parent Forum

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.
- 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 Head Teacher, Education Authority and Education Scotland.
- Promoting contact between the school, parents, pupils and the local community.
- Discussing aspects of the School Improvement Plan.
- Fundraising and organising events.
- Reporting to the parent forum.
- Being involved in the appointment of senior promoted staff.

All members of the Parent Forum are welcome to attend meetings.

Agendas and Minutes of meetings along with other information regarding the Parent Council, can be

found on the school website:

<https://www.wallacehall.co.uk/parentcouncil>.

Our Parent Council normally meets twice a term. More information can be found on the school website:

<https://www.wallacehall.co.uk/parentcouncil>.

Parents can be directed to

<https://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT. Membership includes Insurance cover and training opportunities.

For more information visit <https://connect.scot/>.

Parent Council Members

Our Parent Council was established to encourage a closer link between the school and the parents and to give parents greater say in the running of our school.

Our present Parent Council Members are:

Chair – Emily McClennan
Vice Chair – Vacant Post
Jane Valentine - Treasurer
Kerry Fry
Melanie Halliday
Claire Ingram
Mark Ingram
Laura Keenan
Jillian Maxwell
María Navarro de Sepúlveda
Caroline O'Hara
Alice Stilgoe
Sharon Young
Leah Belford
Calvin Ruysen

Secretary to the Parent Council

We currently have a vacancy for secretary. If you would be interested in this post please email as below. The Secretary is responsible for all our secretarial duties, overseeing our email inbox, and for our social media posts.

The Parent Council also has four Sub-Committees that any member of the Parent Forum can get involved in. You do not need to be a Member of Parent Council to be on a Sub-Committee. They are:

- Primary Fundraising and Events
- Secondary Fundraising and Events
- Learning and Teaching
- School Travel Plan/Road Safety

New members are welcomed and encouraged. Anyone wishing to be involved in the Parent Council in any way or be on one of its Sub-Committees should send an email to:
wallacehallparentcouncil@gmail.com.

Communicating with Home

Wallace Hall Primary and ELC Communication with parents/carers

Honesty and open communication between school and home are vitally important to your child's success and happiness at school. We seek to keep you informed and involved in your child's education at all times. Our door is always open; if you have any concerns, at any time, please pick up the phone and talk to us.

Sharing information about, and involving you in, your child's learning takes many forms at Wallace Hall Primary. We understand that all family circumstances are different and we try to take this into account when planning events. We listen to, and act on, feedback and are open to suggestions, so please get in touch if you have any ideas for how we can improve our communication with you.

Sharing news and information

A start of term newsletter is sent out by the Head Teacher with important information and diary dates for the term ahead. Regular emails and Groupcall messages are also used to communicate with parents/carers.

Curriculum overviews are sent out three times across the year, in August, January and April.

Social Media

Articles on the school Facebook page, Twitter feed and Instagram account highlight learning, achievements and important information.



Family events

Family learning events take place regularly. Examples of events include:

- ELC Induction events
- ELC parent meetings
- P1 Curriculum Evenings
- Residential trip information evenings
- P1 Induction events
- Sharing learning events
- Focus children follow-up visits in the ELC
- Helpers' Tea Party
- Celebration events such as Leavers' Assembly
- Church Services
- School performances
- Parent information sessions such as 'Online Safety'
- Primary 7 Wallace Hall Academy Open Evenings
- Parent Council meetings take place regularly throughout the school session. All parents and carers are welcome to attend these meetings.
- Parent Council Events such as the Halloween Party and Summer Barbecue

We are looking to begin regular Stay and Play sessions in the ELC, restart our ELC Peep Sessions and host regular School Improvement Focus Groups.

The school website is an important source of more detailed information about our school - <https://www.wallacehall.co.uk>.

Every year we gather the views of parents about Wallace Hall Primary and use this, together with the views of pupils and staff to inform our annual school improvement plan. This can be found on our school website.

Other useful sources of information include:

- <https://www.dumgal.gov.uk/schools>
Dumfries and Galloway Council school information
- <https://education.gov.scot/>
Information on the Scottish curriculum
- <https://education.gov.scot/parentzone>
Information about how you can support your child's learning
- <https://education.gov.scot/parentzone/getting-involved/national-parent-forum-of-scotland/>
The National Parent Forum of Scotland

**Wallace Hall Academy
Communication with parents/carers**

- Groupcall text messages and emails
- Social Media:
(Facebook/Twitter/Instagram)
- Parents’ evenings
- Pupil reports
- Open evenings
- Drop-ins
- Website
- Focus groups

Academy Parents’ Evenings and Reports

These are an opportunity for you to discuss your child’s progress directly with their teacher.

Letters

We will often send home letters, particularly when we need a response from parents, or flyers, leaflets, etc. which we think may be of interest to you. Please check your child’s bag for these items on a regular basis. All of these letters are also uploaded to the Academy School Bag icon on our school website:

<https://www.wallacehall.co.uk/academy-school-bag>.

Non Resident Parents

Non Resident Parents of children within our school can request copies of any of the above forms of information from the school office. If requested, Non Resident Parents can have their personal information added to the school’s SEEMiS system which means they will automatically receive copies of their child/children’s progress reports, etc.



Attendance

Parents/carers are legally required to ensure that their children attend school regularly. Any absence could adversely affect your child's progress at school. We therefore require that, if your child is absent for any reason, you phone the school office to provide details of the absence. Please also inform the school if your child is running late.

Latecomers should report to the school office on arrival at school.

The Council has provided schools with additional Attendance Guidance within the context of Covid-19. However, it remains your responsibility as parents to ensure that your child/children attend school regularly.

Wallace Hall uses a system called Groupcall which allows us to contact you more quickly and efficiently. Groupcall gives us the ability to send text messages to your mobile phones or make automated telephone calls to your landline. We can use this facility to get a message to one parent or the whole school very quickly.

Groupcall email will be our first method of reaching parents, so it is important that your contact information is kept 'up to date'. Please ensure that the school office has all your current contact details, especially your current mobile phone number and preferred email address, and advise us immediately if any of these numbers change.

In view of the pressure of work during the school year, we ask parents to make every effort to arrange their annual holiday to coincide with the school holidays. Where this is not possible we require a note several days in advance requesting permission for the pupil to be absent from school. Parents should note that the school is now required to record pupil's absence for family holidays during term time as unauthorised absence.

Pupils who are absent for lengthy periods due to illness may request work for home study. Parents are asked to contact the school, requesting to speak to a Depute Head Teacher in the Primary. In the Academy parents should contact a Depute Head Teacher or the Principal Teacher Pupil Support with responsibility for their child, to discuss provision required and how best to support their child with their school work through the period of absence.

Every attempt should be made to arrange dental visits and doctor/hospital appointments outwith school hours. Where this is not possible, pupils should bring an appointment card or note to their class tutor a few days prior to the appointment.

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 we would ask you to make note of the attendance requirements and ensure that you follow through the procedures to ensure the safety of all our children.



Attendance Procedures

We would like to remind you of our Absence Procedures as directed by the authority:

- Parents are asked to telephone the school by 9.00am advising that their child will not be in school on that day and explain the reason e.g. cold, flu, sickness bug. If this phone call takes place, a follow-up note is not required. A Groupcall text will be sent if no notification of absence is given - **you must reply to this.** Failure to do this can result in your child having absences categorised as unauthorised.
- Should your child become unwell at home during the lunch break and not be able to return to school for the remainder of that day, please inform us of this absence before the start of the afternoon session.
- If your child is absent for more than one day you must phone the school each morning. However, if it is clear the absence will continue for longer, please discuss with our office staff who will confirm the number of days of absence which will be recorded.
- If your child is sent home from school either unwell or because they have sustained an injury, we cannot assume that this is the reason for absence the next day so please still phone the school if they are going to be absent.
- For pupils out of school on a family holiday or other extended absence which is known in advance, prior permission must be sought by writing to the Head Teacher. Any other planned absences such as appointments, music exam, driving test, college/university open days etc. require a written note indicating the time the pupil needs to leave, the nature of the appointment and notification of the person collecting them. This note should be handed to your child's teacher first thing in the morning. The note should provide details of the reason for the absence as this will determine the code entered by office staff when recording the information.
- In line with authority guidelines, attendance for all pupils is expected to be in excess of 95% and those pupils who fall below this figure may receive a letter relating to this. Failure to follow authority guidelines can result in your child having absences categorised as unauthorised.

Additional information for primary pupils

- Pupils who need to leave school during the school day i.e. doctor/dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school.

Additional information for academy pupils:

- Communication regarding pupil absences is also particularly relevant to pupils receiving the Education Maintenance Allowance. Unauthorised absences will result in the young person not being paid for that week.
- Pupils in the academy should always let the office know when they are leaving and returning to school during the normal school day, signing in and out as required.



School Holidays

([Appendix D](#))



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 Head Teacher 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".

The Education and Learning Directorate recognises that some parents/carers 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. Parents and carers 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.

A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36].

For school holiday and term dates for session 2022/2023, please see [Appendix D](#).

Homework

This is an important area of education where home and school can work together. Parents can support their child by listening, talking and encouraging – this can have a big influence on children's learning.

Homework reinforces the work done in class and pupils should be aware of the need to consolidate their classwork by developing a systematic method of revision and completing work on time. Homework also gives parents the chance to take an active interest in children's work and to support them as they research or begin to work more independently.

Homework in the Primary

Primary pupils will receive homework across the curricular areas. The amount and type of homework will vary from class to class. Teachers will share homework expectations at the beginning of the session.

Homework in the Academy

All pupils will have homework in most subjects. The number of exercises and the time needed for their completion will vary from pupil to pupil and will increase as each pupil progresses through S1-S6. Homework is seen as an essential part of the educational process and parents are asked to support the school in seeing that it is done diligently and with care.

For S1-3 Pupils, homework is set through Satchel One (Show My Homework) which allows pupils and parents to see the homework that has been set by teachers using their app. Homework can also be submitted using this platform if required.

Homework for Senior Phase pupils is predominantly set using Microsoft Teams. Pupils will be part of a 'Team' for each of their subjects and teachers will post assignments for pupils to complete.



21. Profiling, Assessment and Reporting

Pupil Profiles

A pupil 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 learners 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 learner's achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs).

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/profiling/>

It is important that profiling is seen within the context of career education. This provides information on how as a parent you can support your child's decisions by encouraging them to talk about their strengths, skills and interests.

<https://education.gov.scot/parentzone/learning-in-scotland/developing-the-young-workforce>

In Nursery, your child will have a Personal Learning Plan (PLP) or 'Special Book'. This will be a record of your child's progress and achievements throughout their time in nursery and will include photographs, samples of work and staff comments. Your child will be involved in creating their PLP and talking about their learning. We would like parents/carers to add items and comments to the PLP and to contribute to planning for your child.

In Primary Schools, nationally it has been agreed that profiles will be produced at P7 although working towards profiles may start earlier than this. Parents are involved in supporting their child/children in this process.

In Secondary Schools, the end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Education (BGE) Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their progress and achievements to date. It should include a focus on what they feel are their latest and best successes and the skills they have developed. Parents should know why this is produced and support their child/children in the process.

Focus child follow-up meetings in the ELC

Approximately once a term your child will take part in a focus week in the ELC.

Your child's achievements will be highlighted and their next steps identified and you will be invited in to the ELC to observe and discuss these with your child's Key Worker.

Assessment and Reporting (Primary)

The purpose of assessment is to support learning, help to plan next steps and inform learners and their parents of their progress.

The school uses Assessment for Learning approaches to directly support learning. Examples of some of the assessment approaches used include:

- Assessment to measure progress so far and to inform next steps in learning
- Formative assessment
- Summative assessment
- Standardised assessment
- Self, peer and teacher assessment
- Self-evaluation

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed.

Pupils in P1, P4 and P7 complete online standardised assessments in literacy and numeracy. These assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The primary school holds Learning Conversations in November and May. Before each Learning Conversation, a Learning Conversation record is given to parents/carers outlining your child's successes and achievements as well as next steps in Numeracy, Literacy and Health and Wellbeing. During the Learning Conversation, parents/carers have the opportunity to discuss the record with the class teacher and your child, and to ask questions or discuss any other concerns you may have with or without your child present.

We would like to encourage all parents/carers to contact the school as soon as possible if you have any concerns about your child's progress.

Assessment and Reporting (Academy)

Assessment

Assessment is an essential part of the learning process.

- Formative assessment is part of learning and teaching and allows both teachers and pupils to identify strengths and weaknesses and ensures pupils are aware of what their next steps should be to make best progress.
- Summative assessments give an indication of progress to date and are also important for planning and discussing next steps.
- In S1-3 summative assessments will usually take the form of end of unit tests.
- In S4–S6 summative assessments become more formal. In addition to end of topic tests, pupils will sit assessments in National 5, Higher and Advanced Higher courses. Some SQA courses require internal assessment of pupil work and in some cases pupils have to produce folios for external assessment.

Formal exams take place at the following times:

- Prelims for S4-S6 – National 5, Higher and Advanced Higher – January
- The SQA/NQ final exam diet is in May/June

Reporting

It is very important that parents are given regular and accurate information about the progress being made by their children. This information is shared with parents in a variety of ways.

Demerits

By making a 'Demerit' entry a teacher alerts parents, the Pupil Support staff and our Principal Teachers of incidences of low-level indiscipline in their class and around the school.

Teachers will deal appropriately with any poor behaviour, class work, homework, attitude or effort. It is important that we deal with low-level indiscipline immediately and positively.

Pupil Support and senior staff can gather a very clear picture of a pupil's behaviour around the school from 'Demerit' entries. Where multiple 'Demerits' are entered for a pupil over a two-week period a Groupcall message can be sent home to alert the parent. A parent can contact the appropriate PT Pupil Support to discuss the 'Demerit'

entries and action will be taken to support each pupil to improve their behaviour, effort and work.

Reports

Currently every pupil receives at least one report in the course of the school year. Where two reports are issued, one will be a shorter interim one, followed by a second, fuller, final report. Reports for pupils in S2-S5, will be issued prior to Option Choices to help provide essential information for this process. S1 pupils receive a less formal settling in report. Pupil reports give information on progress, effort, behaviour and homework and very importantly contain action points which, if followed, will allow pupils to fulfil their potential.

Parents' Evenings

Parents' Evenings usually take place after reports have been issued. This is an opportunity for parents to discuss their child's progress with each individual teacher. These meetings work best when parents, teachers and pupils discuss progress together. This is also an opportunity to meet and discuss career options and further education opportunities with representatives from the school careers service, Barony College, Dumfries and Galloway College and the Universities of the West of Scotland and Glasgow.

In addition to these formal parents' evenings there are Option Choice Information Evenings for parents and pupils to attend.

Tracking Pupil Progress

Pupils will have regular discussions with class teachers about their progress from S1 to S6. Individual pupil progress is tracked at two points during the academic session for each individual pupil in each subject. This information is sent home to parents through the interim and final pupil reports. Where a pupil is not performing as expected, a member of the Pupil Support Team or Senior Management Team will speak with the pupil and support them in a variety of ways. This could involve extra academic support, help with homework or help with organisational skills. By tracking pupil progress in this way we are able to support each and every pupil to achieve their best and overcome any barriers to their learning.

Open Door Policy

If any parent has any concern about any aspect of their child's progress or experience as a Wallace Hall Academy pupil, we would encourage them to contact the school immediately and request a meeting with either the Depute Head Teacher or the Principal Teacher of Pupil Support with responsibility for the relevant House group.

22. Support for All

Pupil Support

The amount of support required will depend on the particular needs of each individual pupil at any time throughout their time in school.

Pupil Support in the Primary

Wallace Hall Primary prides itself on its positive ethos and friendliness. We want to support every child in our care to ensure that they feel happy and safe at school. We are extremely proud of the effort all of our staff, both teaching and non-teaching, make to get to know the pupils in the school as individuals. While your child's teacher is most likely to be the main source of pastoral care, if a pupil has a problem they can be supported by any member of staff whom they feel comfortable talking to.

Pupil Support in the Academy

What are the standards for pupil support?

In Wallace Hall Academy pupils can expect the following in terms of pupil support:

1. Have opportunities to develop the knowledge, skills and attitudes young people need to enable them to seek information and support throughout life.
2. Access to information to help children and young people make informed decisions and choices.
3. Opportunities for children's citizenship and participation, through involvement in their school community, their neighbours and in democratic society.
4. Regular review of progress in learning and personal and social development.
5. Help with the transitions between stages in education and between different providers of education and personal development opportunities.
6. Help to plan for the future.
7. Provide access to Pupil Support staff if further targeted support is required.
8. Co-ordinate support between agencies and schools wherever learning takes place.
9. Feel respected by staff.
10. Time and space to seek help.

How are the standards delivered?

Each year, all pupils should expect to receive two one-to-one interviews with either their PT Pupil Support or Depute Head Teacher.

Who is responsible for organising and co-ordinating Pupil Support?

Pupil Support is co-ordinated by 3 Principal Teachers whom are supported by the PT of Additional Support for Learning. Each of these Principal Teachers will:

- act as a link between school and home
- co-ordinate the support needed for each child
- ensure that each child is directed to the specialist support that he/she may require – learning support, behaviour support, speech therapy, deaf support, extra personal care etc.
- act as a link between school and support agencies including the Careers Service, Health Service, Psychological Service, Social Service etc.



Mr Blair
Depute Head
Teacher
Academy



Mr Mack
Depute Head
Teacher
Academy



Mrs Flint
PT Additional
Support for



Mrs Fraser
PT Pupil
Support
Cairn



Mrs Robertson
PT Pupil
Support
Nith
Mon/Tue/Thu



Mr Laverty
PT Pupil
Support
Nith
Wed/Fri



Mrs Mack
PT Pupil
Support
Scaur

Pastoral Care

Pupils have the right to education in a safe, secure environment that is free from bullying. It is the responsibility of all providers and users of the education service to ensure that this right is granted at all times.

Bullying in all forms is unacceptable, and is regarded as a most serious offence whether within the school, on the way to school or on the way home from school.

Bullying includes any form of willful physical or verbal behaviour that is aggressive in nature and which is intended to make the receiver feel bad and/or the perpetrator feel good. Examples of bullying can range from teasing, name calling, spreading malicious stories, abuse and intimidation to pushing, tripping, throwing objects at someone and direct physical violence and includes bullying by text, telephone and over social media. It is the duty of all staff to ensure that an atmosphere exists in the school in which the victim of bullying knows that support is available to tackle the situation and all children know that to be accused of bullying is a serious accusation and one that could have most serious consequences.

All incidents of bullying will be treated seriously by staff and will be dealt with in a way that will attempt to ensure that no recurrence takes place.

Pupils must be made aware that their responsibility must lie with helping the victim of any bullying and that confidential mechanisms exist for reporting any incidents.

All victims of bullying need to feel secure in the knowledge that any action taken by the school should not result in further bullying, either by the original perpetrator(s) or by others. If you have concerns about bullying you should contact your PT Pupil Support to discuss your concerns.

If you have any concerns which you would like to share with us, or you would like to work together to support your child, please do not hesitate to contact the school. In the first instance, you should contact your PT Pupil Support. You know best, and after discussing any incident at home you may be able to support the school in dealing with these issues.

Additional Support for Learning (ASL)

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 to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional support needs through a range of offers. For the majority of children and young people this will be delivered in a mainstream classroom supported by their classroom teacher, for a few this will mean some additional support alongside the classroom teacher, and for a very few this will be part-time or fulltime provision in a school with a learning centre or an inclusion base

This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

The Presumption of Mainstream

(<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>) means that most children will be supported in their local school.

What is Additional Support for Learning (ASL)?

If your child has a barrier to learning 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 disability or health, learning environment, family circumstances and social and emotional factors e.g.:

- Social or emotional difficulties including bereavement
- Being a young parent
- Problems at home
- Having English as an additional language
- Being particularly able
- A learning disability
- A physical disability
- Autism Spectrum Disorder (ASD)
- Moving home frequently
- Attention Deficit Hyperactivity Disorder (ADHD)
- Behavioural difficulties
- Health problems
- Bullying
- Long-term absence
- A sensory impairment
- Dyslexia/Dyscalculia
- Communication problems
- Fine or gross motor problems
- Being a young carer
- Armed Forces families or travelling communities

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. The majority of children with additional support needs have them met in the classroom by their teacher, through differentiated teaching approaches.

If concerns continue the staged intervention process will escalate the response to an appropriate level of support. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Inclusion Specialists, Impairment Specialists and Educational Psychologists. This may include a request for assistance to the Supporting Learners Service or the Curriculum and School Improvement Team as appropriate as part of the work of the Autism Support Officers and Looked After Children (LAC) Support Officers. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and 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 agreed which will identify how they are to be supported. This plan would likely be either an Individual Education Plan (IEP) or Child's Plan.

Your child's progress will be kept under review and any plans and support will be changed as agreed with you. As a parent you will be closely involved in any review process.

A small number of children will 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 overseen by the Supporting Learners Service with responsibility for Additional Support for Learning. Any additional support needs of your child will first and foremost be addressed by access to excellent classroom teaching.

Further information on the above is available from the school or on the Council website: <http://www.dumgal.gov.uk/article/16163/Additional-support-forlearning>.

Further information can be found at 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 www.siaa.org.uk

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: <https://www.commongroundmediation.co.uk>

Or advocacy support by searching

Let's Talk ASN is a free service that helps parents and carers of children with additional support needs handle education disputes. Children aged 16 or 17 years old with additional support needs can also use the service directly.

<https://www.disabilityscot.org.uk/organisation/lets-talk-asn-scotland/>

My Rights, My Say is a free support service for children and young people aged between 12 and 15. It offers advice and information, advocacy support, and legal representation. It also gives children a chance to share their own views about their support.

<https://myrightsmysay.scot/>

Parents Inclusion Network (PIN)

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

Dumfries and Galloway Advocacy Service is a registered charity and voluntary organisation who offer a free, confidential and personal independent advocacy

<https://www.dgadvocacy.co.uk/>

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from 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. The 'named person service' is part of our local GIRFEC approach and how we support children in Dumfries and Galloway. 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.

- Every child will have someone in the school who will be the point of contact. The named person function is there if needed, but children and families do not have to make use of their named person, and many children and their families will never need to do so.

- In primary schools the named person is likely to be the Head teacher or the deputy head teacher. In secondary school it is likely to be a child's pupil support teacher. These are members of school staff who already have existing roles in providing help and support to children and their families.
- 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. In these instances, a 'lead professional' will be agreed from the within the network of practitioners who are working with your child and family and this person will coordinate the support for your child.

For more information on getting it right for every child in Scotland visit:

<https://www.gov.scot/policies/girfec/>

For any local enquiries please email: GIRFEC@dumgal.gov.uk



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 childcare services will play an important role in ensuring all children and young people are safe and well. Further information can be found at: <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>.

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

There is an expectation that drug, substance and weapons will not be brought onto the school environment. In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early learning and childcare settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

The wellbeing of children and young people is a priority for all schools.

To assist schools and early childcare and education settings with this role, a Child Protection Procedure has been developed in our area. This tells all staff:

- how to recognise signs that a child or young person may need protection
- what to do if they do have a concern about a child or young person

All staff within our schools and early childcare and education settings have been trained to be able to recognise when a child may be suffering from, or at risk of, harm and to listen to children if they want to talk to them about anything which might be worrying them.

Each school and early childcare and education setting in Dumfries and Galloway has a senior member of staff who has overall responsibility for ensuring the protection of children within their school or establishment. They are called Child Protection Co-ordinators (CPC). If a member of staff does have a concern about any child s/he will discuss this with the Child Protection Co-ordinator who will decide what action might need to be taken to keep that child safe. This may involve talking to the child, other members of staff or other professionals who may be working with the child.

The Child Protection Co-ordinators in Wallace Hall are:

ELC-P3	Mrs McDiarmid
P4-P7	Mrs Gray
Academy	Mr Mack and Mrs Robertson

Educational Psychology Service

Dumfries & Galloway Educational Psychology Service is a statutory educational service for children and young people normally resident in, or looked after by, Dumfries and Galloway Council.

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.
- (Secondary to post school) to improve the life of young people.

Further information about the service is available from the school or on our webpage -

<https://www.dumgal.gov.uk/article/22434/Educational-Psychology-Service>

Educational Maintenance Allowance

EMA is a means tested weekly allowance of £30, payable to students aged 16 to 19 for a maximum of 3 years. Students must achieve 100% attendance per week as agreed within their EMA Learning Agreement completed at school level.

It is payable in arrears, during term time only, generally on a 2-weekly basis. The programme aims to increase participation and retention in post-compulsory education. For more information please visit: <https://www.dumgal.gov.uk/EMA> or contact our main school office on 01848332120 or gw08officewallace@ea.dumgal.sch.uk.



Mr Graham, Head Teacher, and Emily McClennan, Wallace Hall Parent Council Chair, present Priya Rome with her Dux Award

23. Moving to the Academy and Leaving School

Enrolment

Information on enrolment in school and catchment areas is available at <https://www.dumgal.gov.uk/article/15241/School-places>

Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <https://apps.dumgal.gov.uk/findnearest>.

On completion of their primary education, pupils in Wallace Hall Primary and our cluster primary schools will normally transfer to Wallace Hall Academy. A P7 Open Evening is held in November at Wallace Hall Academy as an opportunity for parents/carers and their children to see around the school and to ask questions. Pupils of Wallace Hall Primary are already familiar with the academy buildings and some of the facilities. In addition, there are various opportunities throughout the session for P7 pupils and their parents/carers to meet with secondary staff.

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

Transition Activities

We work very closely with all the other primary schools in our cluster to ensure a smooth transition from primary to secondary for your child.

The process normally begins in November when Wallace Hall Academy organises an information evening for pupils and parents. At this time, there also begins a series of visits from Wallace Hall Academy staff to the primary to meet the pupils and to discuss each child with their P7 teacher.

During their P7 year pupils attend various events to help them become familiar with the layout of their new school and the staff who will be teaching them, such as enterprise initiatives. These events also allow the pupils to meet P7s from the other cluster schools who will be their future classmates.



Any pupils attending from non-cluster schools will be invited to attend 'non-cluster transition days' in May. These allow pupils to meet new classmates and teachers before the Induction Days in June.

At the end of the year, copies of Pupil Profiles and attainment information are passed on to secondary staff. These are shared with subject specialists as appropriate, so that they can ensure your son or daughter has the best start to their secondary education.

Induction Days

P7 pupils attend their chosen secondary for 3 full days, normally in the second or third last week of the summer term. They follow their S1 timetable on these days. This is an opportunity for them to find out who will be in their classes and what their timetable will be for the following session. Pupils are well supported during the induction days, and generally really enjoy the experience.

Support Available

For the majority of pupils, the above support is sufficient to ensure a smooth transition to secondary. However, where appropriate, enhanced arrangements can be put in place for pupils who might benefit from greater support. This may be because they have received behaviour or learning support in the past, or often it can be because they do not find it easy to make new friends and are anxious about a change of school.

If you have any concerns about your son or daughter's transition to secondary, please discuss these concerns with us as early as possible.

Career choices

Throughout each pupil's time at WHA, support, guidance and information is provided to encourage pupils to plan positively for their future career choices.

Pupils receive careers/options interviews at the end of S3, S4 and S5. In addition, as they prepare to leave school, senior pupils receive individual support in choosing and applying for courses in either further or higher education, apprenticeships or other employment or gap year activities.

All of our S4, S5 and S6 pupils are members of our Career and Future Planning Microsoft Team. We would recommend that senior pupils check into this team regularly as we upload useful links received from Universities and Colleges who are offering a wide variety of support and guidance as well as information on Apprenticeships, Virtual Open Days and Work Experience Opportunities. This information will support our students with course choices and is excellent preparation for their next steps into further education and employment.

After pupils leave Wallace Academy, they are encouraged to update the school on their progress. Their achievements can be an inspiration to others to work towards their own goals.

Useful links

A recommended starting point for **all** pupils considering their future career pathway is the Planitplus website: <https://www.planitplus.net/>.

Information can also be found by visiting the following sites:

UK Government:
<https://www.gov.uk/browse/education/find-course>.

Employment of Pupils

Pupils should notify their PT Pupil Support that they intend to take up part-time employment. PTs Pupil Support will discuss pupil employment procedures with the pupil and encourage the pupil and their parents/carers to read the [Scottish Government Guidance on Employment of Children](#).

Anyone who employs a young person on a part-time basis (aged between 13 and 16) must obtain a Permit to Undertake Employment. Parents, young people, the school and the employer should ensure that all relevant paperwork held at the school is completed.



Career Support from Skills Development Scotland

Careers support in schools is delivered by professionally qualified Careers Advisers from the national skills agency "Skills Development Scotland".

Careers Advisers work with school pupils in all secondary schools across Scotland, helping them to develop their Career Management Skills and make plans for their next steps after school. We want all young people to be effective lifelong career planners who can make informed and confident decisions about their future

Melissa McGhie is Wallace Hall Academy's SDS adviser and she is in school regularly. Melissa will work with pupils at various points throughout their time at school through group work sessions, drop-in sessions and one-to-one appointments - especially at key times such as making subject choices and preparing for moving on from school. SDS support is designed to help pupils understand their options and build their career management skills.

If you or your child would like to make an appointment with Melissa, please contact the school office for details or email: gw08officewallace@ea.dumgal.sch.uk.

If your child has left school, our local SDS advisers are also available to speak to you or your child over the phone through your local career centre.

SDS centre services include:

- Career information, advice and guidance on career choices
- Advice on the routes into career including jobs, apprenticeships, training, and learning
- Help with CVs, application forms and interviews
- Insight into the local labour market
- Redundancy support
- Support for parents and carers

Check the [SDS contact us](#) page to find details of your local careers centre, or call the SDS helpline on 0800 917 8000.

Career information and advice is also available at any time through My World of Work, the SDS careers website:

<https://www.myworldofwork.co.uk/>.

All pupils are encouraged to make use of the My World of Work website throughout their time in secondary school, but particularly when they are considering options and/or their future plans when preparing to leave school. The My World of Work site is designed to support you and your child with making decisions throughout school and beyond.

My World of Work includes key features such as:

- A personalised account which guides you through the site and what to look at
- Personality tools which give you career suggestions based on your skills, strengths and interests
- Help with subject choices including a tool which helps you understand what careers your choices could lead to
- A profile tool to record your personal achievements, useful for future CVs or course applications
- Routes into careers, including jobs, courses, apprenticeships and volunteering
- A CV builder and advice on applications and interviews

Further support from Skills Development Scotland

'[Support your child on their career journey](#)' is a section on the My World of Work website that is designed for parents and carers. It provides information on jobs in demand, the routes into those careers and how to handle career conversations about those opportunities with your child at the times that matter.

For information on Foundation, Modern and Graduate Apprenticeships, including vacancies, please see <https://www.apprenticeships.scot/>.

Keep up to date with the latest from SDS Dumfries and Galloway on Facebook at <https://www.faceemploymentok.com/SDSDumfriesandGalloway>.

In school and post school support for young people

Dumfries and Galloway's vision is that all young people will receive an appropriate offer of post-16 learning, training, employment or personal skills development with 100% positive destinations for all school leavers in Dumfries & Galloway.

Planning forms part of the process for ensuring there are opportunities available for young people on leaving school. Planning will help identify the most appropriate offer that matches young people's needs and aspirations. It must be:

- at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- fit with each young person's chosen pathway

To find out more visit:

[The Young Person's Guarantee](http://dgemployability.co.uk)
[\(\[dgemployability.co.uk\]\(http://dgemployability.co.uk\)\)](http://dgemployability.co.uk)

The Young Person's Guarantee is the Scottish Government's commitment to bring together employers, partners and young people and connect every 16 to 24-year-old in Scotland to the opportunity of a job, placement, training or volunteering with employers committed to the Guarantee. Dumfries and Galloway are committed to delivering this via:

- the right learning - taking up work based learning, finding employment including Apprenticeships with a range of options on personalisation and choice. This will include staying on at school, entering further or higher education, taking up an Apprenticeship, participating in training, or taking part in personal skills development in a community learning and development setting or a third sector organisation
- the right support to remove barriers that might restrict young people's learning choices and provision of information, advice and guidance; to help young people take up and sustain their offer
- the right financial support to help young people take up the offer which is right for them

For more information visit:

[The Young Person's Guarantee](http://dgemployability.co.uk)
[\(\[dgemployability.co.uk\]\(http://dgemployability.co.uk\)\)](http://dgemployability.co.uk).

Youth Guarantee Universal Support for all Learners

All learners are supported to consider their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant subjects and plan for choices and transitions. It is also shared with post school partners which is crucial to enable partner organisations to plan for provision of relevant pathways beyond school.

Young people are asked about their anticipated school leave date, preferred route (e.g. employment, FE/HE/apprenticeship) and top three preferred sectors. This information is updated annually as young people change and consider different options. Final destinations secured on leaving school are recorded on a leavers form.

For more information and to see copies of the questions visit:

[Planning For Your Future](http://dgemployability.co.uk)
[\(\[dgemployability.co.uk\]\(http://dgemployability.co.uk\)\)](http://dgemployability.co.uk)

Young Persons Guarantee Targeted Support for Learners

Young people who don't have a secure destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECGs). The ECG will meet regularly to consider all pupils (S4-S6) to determine their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed to ensure the appropriate support is in place for each young person. Young people who have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed. Information from Attendance Support Officers is sought where there is persistent absenteeism and when appropriate.

Wallace Hall has a Strategic Employability Group (SEG) that meets once per term and has representation from our Extended School Management Team (primary and secondary), Pupil Support staff, our school Pupil Equity Team, Skills Development Scotland and the Employability & Skills Service.

Wallace Hall SEG discusses our School Improvement Priorities for Employment and considers the Education Scotland/Skills Development Scotland common themes. At each

meeting group members also share progress across all aspects of employability. Provision for senior pupils (S4-S6) is considered, determining their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed to ensure the appropriate support is in place for each young person.

Young people who may struggle to secure a positive destination will be given support by a variety of different groups and individuals to help get it right for every child.

There are a range of identified programmes available to help young people who are leaving school but require more support before moving into training, employment or further education.

For more information on the range of options please see ['Support for Young People in D&G'](#).

For more information on the Young Person's Agreement for post school support, the DG Workplace Skills Award or Project Search visit: <https://www.dgtap.co.uk/directory-services>.

To see the range of staff who can help download the 'who can help school' leaflet.

[htSkillstps://www.dgtap.co.uk/sites/default/files/downloads/0106-18%20tap%20who%20can%20help%20school.pdf](https://www.dgtap.co.uk/sites/default/files/downloads/0106-18%20tap%20who%20can%20help%20school.pdf)

Wallace Hall Academy Straight A Students



Mr Graham with the candidates who achieved straight A Grades in their SQA Examinations in August 2023

24. School Improvements

Improvement plan and priorities

Each year the school will publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement 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 web-site and are also available in hard copy, on request. A copy can also be found by searching for your school at <https://www.dumgal.gov.uk/schools>.

The ongoing impact of the Covid 19 pandemic means that for almost all schools and settings, the process of recovery of literacy, numeracy and health and wellbeing is likely to feature prominently and will remain a central focus of improvement plans over the coming session. It remains important that parents are involved and included in the process of prioritising areas for development and improvement and that a strong sense of school community and partnership working is evident as everyone works together to accelerate recovery from the challenges and impact of the pandemic. All staff, pupils, parents and partners should be involved in improving the life and work of the school. A School Improvement Plan is written by the head teacher and staff but should reflect a range of stakeholders who take lead roles in aspects of school improvement. This includes children and young people, parents and partners.

The Parent Council plays a key role in this and Parent Councils should have arrangements in place for gathering the views of parents. Schools are also offering parents more opportunities to engage with their child's learning through the use of more digital and online platforms

Please see [Appendix E](#) for our School Improvement Plan overview.

More information

Copies of our full School Improvement Plans for the ELC, the Primary and the Academy are available in the Important Documents section on the 2-18 tab of the [Wallace Hall school website](#) on the following link:

<https://www.wallacehall.co.uk/important-documents-1>

Performance Information

Parents can find more information about school performance by visiting Education Authority Annual Plan and Parentzone Scotland School Information Dashboard where you are able to search for data on your own school



25. Health and Safety

Emergency Procedures

Pupils taking ill

We have well-established procedures should your son or daughter fall ill during the school day. They speak to a member of Pupil Support and will then go to the school office where school office staff will look after them. If there is no improvement within a short recovery period, parents are contacted to collect their son or daughter. No pupil is ever sent home unless either you, or your Emergency Contact, knows.

There are some emergency situations, when a circumstance in the vicinity of the school could endanger the safety of the school community. Pupils, visitors and staff must stay within the school to remain safe during such a circumstance. The event could be a road accident outside of the school, intruders, a spillage/leakage, or a loose animal. To ensure we keep everyone safe, we follow the Education Support Services Safer Together Inside guidance and procedures document (Lockdown Procedures) and parents/carers can access this document on request.

Arrangements can be made for pupils on medicines, diets etc., provided parents inform the appropriate PT Pupil Support in writing. Parents will be required to complete and sign a permissions form.

Should your son or daughter feel ill outwith class time they should go to their PT Pupil Support. They should not use their mobile telephone to contact home directly.

Fire Evacuation and Lock Down

We have termly fire evacuation and lockdown practices to ensure that all members of staff and pupils are aware of the procedures in the event of an emergency. Procedures are reviewed and updated on a regular basis to ensure staff and pupil safety.

Accidents

Serious accidents are few, but should one occur, parents are contacted immediately. An ambulance will be called if necessary.

Emergency Contact

Please note the emphasis placed on supplying the school with a telephone number for emergency contact. This is normally your home or work number, or that of a relative or near neighbour if you do not have a phone in the house. Please remember that if your child stays in more than one home setting then contact details should take account of this. You can have more than one emergency contact.

Severe Weather and School Closure Arrangements

Our area can occasionally suffer severe storm conditions in winter which render travel to and from school hazardous for those pupils from outlying homes. When there is doubt about the condition of the roads during a snow storm the various Contractors advise us on early closure and pupils may be sent home early. Every effort is made to advise parents, and children are not sent home unless it can be done safely.

Head Teachers 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/social media and emergency contact arrangements. All school closures will be notified on the school and Council Website.

Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website.

It is the responsibility of parents to make sensible decisions on behalf of their children when weather conditions are severe. If they have concerns about their children travelling between home and school, they should "play safe" and keep them at home. Parents must also set up a support network where a trusted friend can look after their children. These emergency contacts will be logged in SEEMIS against the child and called in the event of school closure if the parent cannot call to collect their child or be at home when they arrive



Leaving school Premises

If a pupil has an appointment which requires them to leave during the school day, then parents should provide a note or telephone the school office to advise of this. As they leave school for their appointment, pupils should let the school office know that they are leaving the building.

S1 pupils are not allowed to leave the school premises during lunchtime.

S6 pupils have an agreement that they can sign out for four free periods a week.

Health Care (including First Aid)

We are committed to ensuring that all children can 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 Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

The First Aid Regulations do not require employers to provide first aid for anyone other than their own employees. However, schools provide a service to pupils and include them in their assessment of first aid needs and make provision for them. This may require first aiders to receive additional training above the legal minimum requirement so that they are able to act competently, for example additional training in paediatric first aid if operating in a primary school or early learning centre (ELC).

We adhere to Accident and Incident Reporting procedures and keep a record of first aid administered.

You are notified in advance of dental/medical inspections and inoculations, and may make separate arrangements if you wish.

Immunisations are carried out by the school nurse, along with a team of nurses.

S3 (all pupils) Diphtheria, Tetanus and Polio booster

S2/S5/S6 (female) HPV

School Nurse

The school nurse visits the school regularly and deals with enquiries and routine health care. Appointments can be made by referral from the Principal Teacher of Pupil Support for the pupil's house.

Our S6 Office Bearers 2023-2024



Daisy McFegan (Head Girl), Angus Forsyth (Head Boy), Mr Graham (Head Teacher), Angus MacCormick (Depute Head Boy), Kyana Currie (Depute Head Girl)

26. Data Protection

Each year, your child/young person's school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Head Teacher to make this request.

What personal information do we collect from you and why do we need it?

Data about pupils includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils' family will include, names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC) /School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact miss@dumgal.gov.uk.

The school and Dumfries and Galloway Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school.

Dumfries and Galloway Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect destination.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a request to your child's school in the first instance.

More Information or Concerns

For more information on how Dumfries and Galloway Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link: <https://www.dumgal.gov.uk/article/15129/Data-protection>

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at the Council via dataprotection@dumgal.gov.uk

For more details on our Privacy Notices for Education and Learning Directorate and for Schools please visit <https://www.dumgal.gov.uk/privacy>

27. Information and Communication Technologies

Digital Citizenship, Pupil Safe and Responsible Use of Technology

Digital Images Policy

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools and more information can be found in their [Safe Digital Learning and Social Media](#) leaflet. This also gives information and additional guidance for parents and families on how we use Digital Learning in learning.

We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools and we follow authority guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

Staff at Wallace Hall take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize Giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.).

Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school, posted on our social media platforms, videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed.

Wallace Hall sends home a letter to seek permission to use images of pupils. You will be asked to read this when your child enrolls and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

Use of the Internet, Social Networking Sites

As part of the whole learning process 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 ICT and the Internet in school and we are keen to monitor the use of ICT within school to ensure it is used appropriately. Pupils starting at Wallace Hall are given a copy of our ICT permission letter that requires a parental signature to confirm that parents/carers will support the school in ensuring ICT is used appropriately. This permission stays with the pupil throughout their time at Wallace Hall.



28. Useful Links

Parents can access the Authority Handbook for more information:

<https://www.dumgal.gov.uk/article/20049/Education-Authority-Handbook>

Staff, Parents and Pupils can access key Policies for the Authority at:

<http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking:

<http://www.dumgal.gov.uk/schools>

From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

Youth Democracy:

<http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

DGvoice:

<http://www.dgvoice.co.uk>

Cool to talk:

<https://cool2talk.org/>

My World of Work:

<https://www.myworldofwork.co.uk/>

Youthlink Scotland: www.youthlinkscotland.org

Citizens Advice Dumfries and Galloway:

<https://www.dagcas.org/>

Support in Mind, Scotland, National Rural Mental Health Forum: www.ruralwellbeing.org

Support for Children and Families:

<http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

Education Scotland National Improvement Framework:

www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

CALL Scotland: www.callscotland.org.uk

Seatbelts on school transport:

<https://www.transport.gov.scot/media/42287/seatbelts-on-school-transport-scotland-act-2017-guidance.pdf>

Parental Involvement and Engagement

Partners for Support from Education and Learning Directorate:

<http://www.dumgal.gov.uk/article/17608/Parental-Involvement>

PIN Parental Inclusion Network - parents working together to share information/advice on disability issues:

<https://www.parentsinclusionnetwork.org.uk/>

Further information on all aspects of education is available at: <https://education.gov.scot/parentzone>

Dumfries and Galloway Parent Carer Forum:

<https://www.facebook.com/DGPCF/> or email on dandgparentforum@gmail.com

The National Parent Forum of Scotland's:

<https://www.npfs.org.uk/>

Curriculum for Excellence:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

Curriculum for Excellence in a Nutshell series:

Free Downloads for parents/carers:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/>

Dumfries and Galloway Advocacy Service:

<https://www.dgadvocacy.co.uk/>

DGC complaints:

<http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Dumfries and Galloway Children's services plan:

<http://www.dumgal.gov.uk/article/16748/Childrens-Services-Plan>

Parent Council Support CONNECT formally Scottish Parent Teacher Council Insurance Cover and Training Opportunities: <https://www.connect.scot/>

Appendix A – Our Vision, Values and Aims



Strategic Vision for Wallace Hall Academy, Primary and ELC A clear purpose and local, national and international ambitions



To be the sector leader, pursuing excellence, and be at the forefront of educational innovation, making sure all of our learners are well prepared to meet the challenges of the 21st century.



Our strategic objectives

- Pupil focus – our main focus is to deliver a 2-18 education which builds on positive relationships and meets the needs of all learners.
- Striving for improvement – simplifying our priorities so we can focus resources to meet the needs of all our young people.
- Innovation and creativity for the future – supporting and enabling staff, pupils, parents and other stakeholders to focus on clear priorities which will have a positive impact on students, enhance relationships and promote ways in which different stakeholders can work together.

Our eight capacities

- ◆ **Collaboration:** pupils, parents and staff should be able to work constructively in collaboration with others.
- ◆ **Citizenship:** pupils, parents and staff will show a sense of citizenship and contribute responsibly to their school and community.
- ◆ **Communication:** our learners, staff and parents should be able to communicate clearly and express thoughts, feelings and ideas.
- ◆ **Critical Thinking:** pupils, parents and staff should be able to think critically, analysing information and ideas to form reasoned judgement and views based on evidence.
- ◆ **Creativity:** pupils, parents and staff should be creative, trying to generate and express new ideas and this is a key employability skill.
- ◆ **Compassion:** pupils, parents and staff should be able to show compassion and understanding of others' feelings and ideas.
- ◆ **Composure:** pupils, parents and staff should show composure, remaining calm and developing reasonable solutions.
- ◆ **Curiosity:** pupils, parents and staff should always be curious, willing to ask questions and exploring new ideas and theories.



Focus on our capacities

Our capacities support the positive long-term impact we strive to make. As well as meeting our purposes, this means working positively, encouraging good practices within the different parts of the 2-18 school and providing support and challenge for the benefit of all the young people. This also means creating a culture of inclusion within our school – supported by innovative and collaborative working from pupils, staff, parents and our community.

Updated October 2020



Our motto

Together we grow, learn and achieve



Citizenship

Highlights of 2019/20

There are more opportunities for young people to take on leadership roles in the primary and secondary.

The ELC continues to visit Briery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills groups.

Looking forward

Explore how all pupils can be given leadership opportunities at different times and contribute to their own personal development as well as the wider life of the school.

Collaboration

Highlights of 2019/20

Promoting closer collaboration and sharing of good practice between the primary and secondary.

Well planned transition work from ELC – P1, from primary to secondary and from senior phase to positive destinations. This transition work was enhanced by support from the community and outside agencies.

Looking forward

To build on very effective parental engagement in P1 and explore how this can be developed in other parts of the primary.

Communication

Highlights of 2019/20

The school uses a wide variety of methods to communicate with pupils, parents and staff. This includes our website, Twitter, Facebook, Instagram, Class Dojo, GroupCall and letters.

Excellent communication across our school, our cluster and our community which helped support the work of the Wallace Hall Hub during Covid-19.

Looking forward

Focus groups will be asked to evaluate our systems of communication and agree our next steps.

Compassion

Highlights of 2019/20

Relationships between staff and all young people are based on a culture of mutual respect. A wide variety of charity events are supported including the food bank, The Wee Sleep Out and Macmillan Cancer.

Looking forward

We are developing an equalities group to examine where we are as a school with the protected characteristics and where we want to go. Our young people are encouraged to show compassion for everyone in our school community.

Composure

Highlights of 2019/20

Our school has a calm and inclusive ethos which is evident across the ELC, primary and secondary. Young people see staff as positive role models.

Looking forward

We will explore how to build on Health and Wellbeing tracking in the secondary and look at how aspects of this approach could be used in the ELC and primary to further develop their composure.

Creativity

Highlights of 2019/20

The school has effective and innovative ways to bring in extra funding.

We have been facilitating cross curricular creativity by producing school shows which are accessible to all and making links with Arts Organisations such as Cample Line and other local artists such as Kathleen Wood and Sarah Keast.

Looking forward

We will continue to explore how the school can ensure that funding has a positive impact on all learners.

Critical Thinking

Highlights of 2019/20

Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.

Looking forward

We wish to build on a number of successful partnerships that already exist including Cample Line, Dumfries and Galloway College, DuPont, Gates, Halo Trust, James Jones and Sons, our Partner Farmers, SDS, the Solway Credit Union and SRUC.

Curiosity

Highlights of 2019/20

Learners are given the opportunity to develop their curiosity across the curriculum. This helps them to understand how the world works. Questioning is a key part of the learners' journey. Curiosity is also developed in the ELC by accessing the outdoor classroom on 'Wellie Wednesday' and 'Tough Mudder Thursday'.

Looking forward

We wish to develop an enquiring approach across the 2-18 school which will encourage more curiosity in the ELC, primary and secondary.

Awards and recognition

<p>Dumfries and Galloway Rural Award Smarter Scotland: Queensberry Initiative</p>	<p>Lantra Scottish Landbased and Aquaculture School Project Award: Commitment to delivering rural training - winners 2020</p>	<p>The SQA Star Award: Innovation for Queensberry Initiative Award at Wallace Hall Academy</p>	<p>The Scottish Education Award: Enterprise and Employability</p>	<p>World Teamwork Award Winners: World Robotics Festival, Detroit USA, 2018</p>	<p>Scottish Champions: First Lego League Robotics 2019</p>	<p>UK & Ireland Champions: First Lego League Robotics 2018</p>
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Updated October 2020



OUR MOTTO

Wallace Hall Primary & ELC

PUPIL VOICE EDITION!



CITIZENSHIP



2019/20
→ LOTS OF LEADERSHIP ROLES FOR US!
→ WE HAVE RAISED MONEY FOR DIFFERENT CHARITIES

→ LEADERSHIP TO DEVELOP OUR OWN DEVELOPMENT.

COMPOSURE



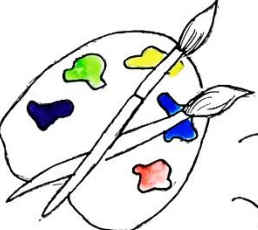
→ MUTUAL RESPECT BETWEEN US & STAFF
→ INCLUDED IN LOTS OF CHARITY EVENTS.

→ WE HAVE POSITIVE ROLE MODELS IN THE SCHOOL



→ HEALTH & WELLBEING TRACKING

CREATIVITY



2019/20
→ SCHOOL SHOW - INCLUDES EVERYONE & ALLOWS US TO BE CREATIVE IN DIFFERENT WAYS.
→ LINKING WITH ARTISTS & ARTS ORGANISATIONS.

→ ENSURE FUNDING CONTINUES TO HAVE A POSITIVE IMPACT ON US!

COMPASSION

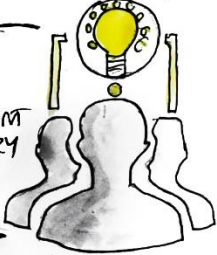


→ HOW ARE WE AS A SCHOOL WITH PROTECTED CHARACTERISTICS?

COLLABORATION

FUN TRANSITION PAYS & EXPERIENCES.

→ PARENT ENGAGEMENT IN PRIMARY



COMMUNICATION

→ LOTS OF THINGS SHARED VIA TWITTER, FACEBOOK, INSTAGRAM, CLASS DOJO AND GROUPCALLS & LETTERS TO PARENTS/CARERS

CURIOSITY

→ WE LEARN IN THE CLASSROOM ABOUT THE WIDER WORLD AND HOW IT WORKS (INDOOR & OUTDOOR LEARNING)

→ DEVELOP AN ENGAGING APPROACH.



→ EVALUATE THIS & PLAN NEXT STEPS.

CRITICAL THINKING



→ VARIETY OF COURSES FOR US EXP. IN SENIOR PHASE. → POSITIVE DESTINATIONS.
→ BUILD ON A NUMBER OF SUCCESSFUL PARTNERS.






Appendix B - Primary Uniform Guidelines



Wallace Hall Primary - Uniform Guidelines



Examples of clothing that meet the uniform guidelines	Details	Examples of clothing that do not meet the uniform guidelines
 	<p>Trousers</p> <ul style="list-style-type: none"> • Plain black/grey/navy school trousers • Formal school shorts • No skinny jeans/leggings/short shorts please 	 
 	<p>Skirt/Dresses</p> <ul style="list-style-type: none"> • Black/navy/grey school skirt or pinafore • Skirts should be around knee length • Summer dresses in green or blue 	 
 	<p>Jumper/Cardigan</p> <ul style="list-style-type: none"> • Sweatshirt or cardigan in black/grey/navy, with or without logo • Polo shirt, with or without logo • Branded hooded tops should not be worn in school 	 
 	<p>Shoes</p> <ul style="list-style-type: none"> • Plain black comfortable footwear • Plain black trainers are acceptable 	 

Appendix C - Academy Uniform Guidelines

WALLACE HALL ACADEMY - UNIFORM GUIDELINES 2023/24

Acceptable Items as Part of Uniform Guidelines	Details	Unacceptable Items Not Included Within Uniform Guidelines
	<p>Trousers</p> <ul style="list-style-type: none"> • Plain black school trousers or dress shorts. <ul style="list-style-type: none"> • No jeans or cords. • No striped trousers. • No combat trousers. • No leggings or jeggings. • Any colour other than black is not part of the school uniform guidelines. <ul style="list-style-type: none"> • Black socks. 	
	<p>Shirt</p> <ul style="list-style-type: none"> • Plain white shirt with either long or short sleeves. <ul style="list-style-type: none"> • No striped or coloured shirts. <ul style="list-style-type: none"> • No blouses. • No sleeveless shirts. • No patterned shirts/blouses. 	
	<p>Tie</p> <ul style="list-style-type: none"> • Striped Wallace Hall Academy ties can be purchased from the school office. • S6 pupils and S5/6 Prefects can purchase a Senior tie or Prefect tie from the school office. • Ties should be worn at all times during the school day. • Ties should be worn properly with the knot tied at the collar. 	
	<p>Skirt</p> <ul style="list-style-type: none"> • Plain black skirt. <ul style="list-style-type: none"> • Black tights. • Black socks. • Any colour other than black is not part of the school uniform guidelines. 	
	<p>Jumper/Cardigan</p> <ul style="list-style-type: none"> • Plain black V-neck jumper or cardigan. • No logos or branded jumpers/cardigans. • Ties must be worn properly (knot on view) when wearing a jumper. • Hooded tops are not part of the uniform, unless branded school logo hoodie or zipper. • Any colour of jumper/cardigan other than black is not part of the school uniform guidelines unless wearing the school hoody. 	
	<p>Shoes</p> <ul style="list-style-type: none"> • Plain black comfortable footwear. • Any colour of footwear other than black is not part of the school uniform guidelines. <ul style="list-style-type: none"> • No 'Converse Boots'. • No white laces. • No white/coloured branded trainers such as Nike or Adidas for example. <ul style="list-style-type: none"> • No excessively high heels. 	
<p>Please also note the following general points:</p> <ul style="list-style-type: none"> • You can choose to buy a blazer from the LogoXpres website. • There should be no excessive fashion accessories. • All outdoor clothing should be removed by learners when entering classrooms and the library. • Logos are not permitted on any item of school clothing or shoes. • For safety reasons, leather and PVC skirts and trousers are not permitted. • Jean shorts, skirts or trousers should not be worn. • Plain black dress shorts can be worn in warm weather. <p>If there is an area of concern, the head teacher has the final say in the spirit of the school uniform dress code guidelines outlined above.</p>		

Appendix D – School Holiday and Term Dates 2023-2024

Term 1

Staff training - Friday 18 and Monday 21 August 2023

First day - Tuesday 22 August 2023

Last day - Friday 13 October 2023

Autumn holiday - Monday 16 to Friday 27 October 2023

Term 2

First day - Monday 30 October 2023

Last day - Friday 22 December 2023

Christmas holiday - Monday 25 December 2023 to Friday 5 January 2024 (pupils return Tuesday 9 January)

Term 3

Staff training - Monday 8 January 2024

First day - Tuesday 9 January 2024

Mid-term holiday - Monday 12 February to Wednesday 14 February 2024*

(*Staff training - Tuesday 13 and Wednesday 14 February 2024)

Pupils return from Mid-term holiday - Thursday 15 February 2024

Last day - Friday 22 March 2024

Spring holiday - Monday 25 March to Friday 5 April 2024

Term 4

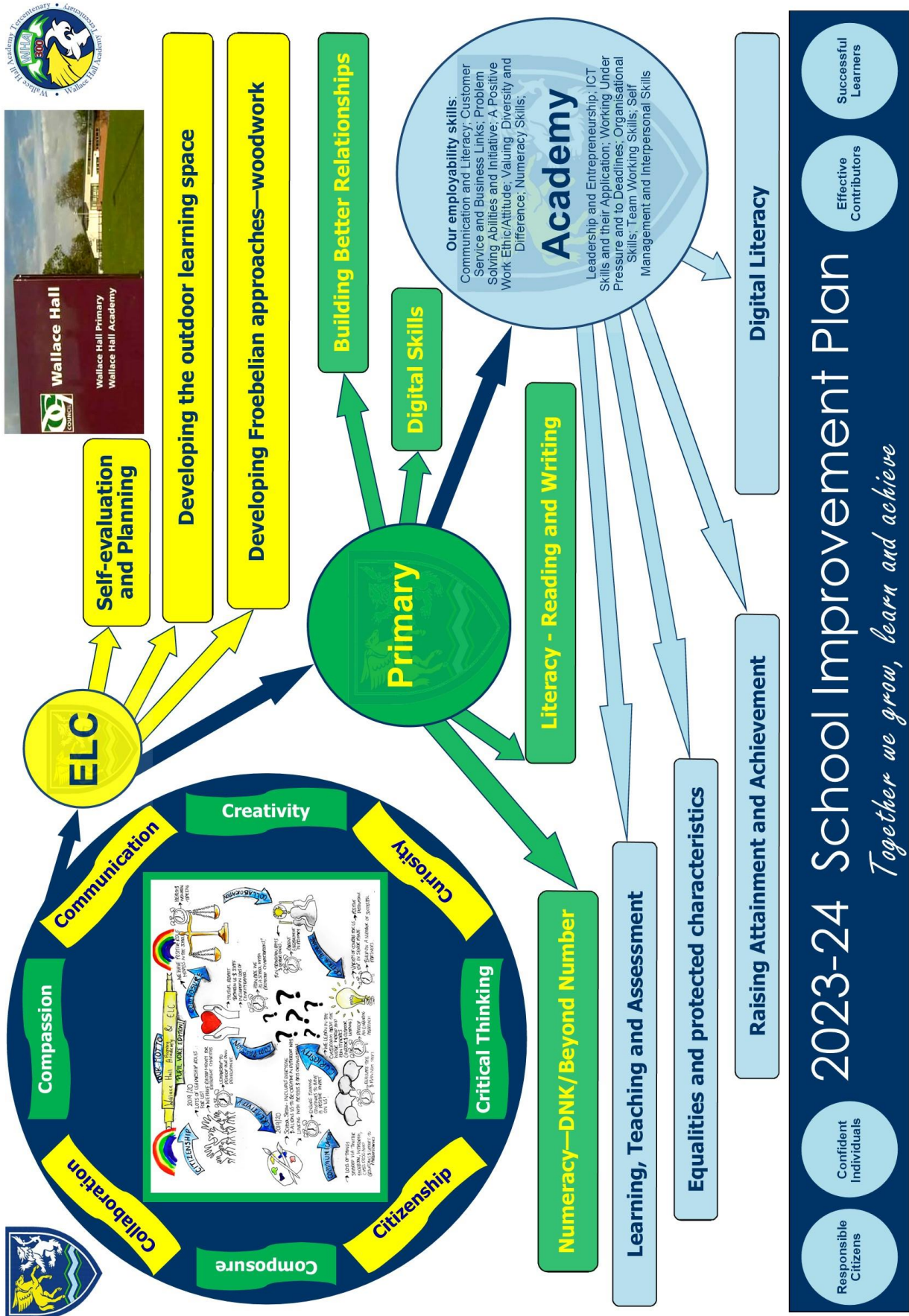
First day - Monday 8 April 2024

May Day holiday - Monday 6 May 2024

Last day - Monday 1 July 2024

Summer holiday - Tuesday 2 July to Friday 16 August 2024 (pupils return Wednesday 21 August 2024)

Appendix E – School Improvement Plan Overview



Appendix F – Study Timetable

Wallace Hall Academy **Study Support Timetable – 2023-2024**

Subject	Level	Teacher	Where	Day	Time
Admin & IT	National 5 & Higher	Miss Park	A2023	Thursday	1545-1645
Applications Of Maths	Higher	Mr Watt	A0007	Wednesday	1545-1645
Applications Of Maths	Higher	Mr Watt	A0007	Thursday	Lunch (1330-1357)
Applications Of Maths	National 5	Miss Stirling	A0005	Wednesday	1545-1645
Applications Of Maths	National 5	Mrs Graham	A0009	Wednesday	Lunch (1330-1357)
Art and Design	Higher & Advanced Higher	Mrs Simpson	A1031	Tuesday & Wednesday	1545-1645
Art and Design	National 5 & Higher	Mrs Black	A1030	Any Lunchtime bar Tuesday	Lunch (1330-1357)
Biology	National 5 & Higher	Mrs Belford	A2010	Tuesday	1545-1645
Business Management	National 5 & Higher	Miss Young	A2024	Thursday	1545-1645
Chemistry	National 5 & Higher	Mrs Hunter	A2017	Thursday	1545-1645
Computing Science	National 5 & Higher	Mr Bell	A2025	Wednesday	Lunch (1330-1357)
Design & Manufacture	National 5, Higher & Advanced Higher	Mr McKenna	A0024	Wednesday	1545-1645
Drama	National 5 & Higher	Mrs Griffin	Drama Studio	Thursday	1545-1645
Engineering Science	National 5, Higher & Advanced Higher	Mr Lees	A0034	Thursday	1545-1645
English	National 5	Mr McClair	A1017	Thursday	Lunchtime
English	Higher (by appointment only)	Miss Carson	A1013	Tuesday	1550-1630
English	National 5	Mr Pape	A1016	Wednesday	1545-1645
English	Higher	Mr Pape	A1016	Thursday	1545-1645
English	Higher (by appointment only)	Miss Brown	A1015	Any Lunchtime	Lunch (1330-1357)
English	National 5 (by appointment only)	Mrs Robertson	A1014	Tuesday	Lunch (1330-1357)
French	National 5, Higher & Advanced Higher	Mrs Linh	A2019	Friday	Lunch (1330-1357)
Geography	National 5 & Higher	Mr Miller	A2014	Tuesday	1545-1645
Graphic Communication	National 5, Higher & Advanced Higher	Mr Corrigan	A0018	Tuesday	1545-1645
History	National 5 & Higher	Mr Gray	A1012	Thursday	1545-1645
Mathematics	National 5	Mr Watt	A0007	Wednesday	1545-1645
Mathematics	National 5	Mr Watt	A0007	Thursday	Lunch (1330-1357)
Mathematics	Higher	Mrs Bruce	A0013	Wednesday	Lunch (1330-1357)
Mathematics	National 5 & Advanced Higher	Mr Blair	A2016	Friday	1545-1645
Modern Studies	National 5 & Higher	Miss Stuart	A1007	Tuesday	1545-1645
Music	National 5, Higher & Advanced Higher	Miss Girvan	A1018	Monday	1545-1645
PE	Higher	Mr Steele	PE Classroom	Tuesday	1545-1645
PE	National 5	Mr Lindsay	PE Classroom	Wednesday	Lunch (1330-1357)
Photography	Higher	Mrs Simpson	A1031	Tuesday & Wednesday	1545-1645
Physics	National 5 & Higher	Mr Evans	A2005	Wednesday	1545-1645