



Gelston Primary School

Handbook

2019-2020



Dumfries and Galloway Council

Children, Young People and Lifelong Learning Directorate

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1. Letter from Head of Education

Dear Parents,

Our “Children, Young People and Lifelong Learning” or directorate is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council’s overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Our “Children, Young People and Lifelong Learning² directorate cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child’s education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

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

Yours sincerely

Gillian Brydson

Head of Education



2. Welcome to Gelston Primary School

Dear Parent / Guardian

Welcome to Gelston Primary School which works in partnership with Crossmichael Primary School. Both schools are located in a beautiful part of Dumfries and Galloway with many opportunities for pupils to use their local community to enrich their learning.

We believe in working together with all members of the school community to ensure that pupils are safe, healthy, active, nurtured, achieving, respected, responsible and included. All children are encouraged to reach their full potential and our experienced teaching and non-teaching staff strive to ensure that all barriers to learning are reduced or removed to ensure the best education for all.

We hope that this handbook provides you with useful information to support you and your child with the transition from home to school. Please contact us if you have any questions.

Yours sincerely,

Mrs M Lidstone-Scott

Partnership Head Teacher

3. Children, Young People and Lifelong Learning Aims

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

Our Objectives

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

This means planning by schools and support from Children, Young People and Lifelong Learning will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.
2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD), Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.
3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.
4. We will streamline our business processes

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

4. School Aims

At Gelston Primary School we aspire:-

- To create a happy, safe and positive learning environment.
- To help pupils realise their potential and inspire a love for learning.
- To promote a healthy lifestyle.
- To celebrate diversity in all, supporting each other as valued individuals and to foster a sense of belonging to a community.

5. School Ethos

The values which are important to us a school and a community are:-

- Happiness
- Safety
- Confidence
- Achievement
- Respect
- Friendship

6. School Information

6.1 Gelston Primary School, Gelston, Castle Douglas, DG7 1SH

Tel: 01556 502415

Website: www.gelstonprimary.org

Email: gw08officegelston@ea.dumgal.sch.uk

6.2 Head Teacher details

Mrs Mary Lidstone-Scott

Email: gw08scottmary01@ea.dumgal.sch.uk

6.3 Roll of School / Denominational Status/ Status of Gaelic

At time of printing, there were 42 pupils on the school roll (19 pupils in P1-4 and 23 pupils in P5-7). We are a non-denominational school with no provision for Gaelic.

6.4 Playgroup/Nursery

There is no pre-school provision at Gelston Primary School. Our feeder providers are:-

Castle Douglas Primary School Nursery Class

Kelton Nursery

Treasure Island

Scruffs

6.5 School Staff 2018

Teaching Staff

Mrs Mary Lidstone-Scott - Partnership Head Teacher

Miss Nicola Reid - Principal Teacher/Class Teacher of P5-7 (0.8 FTE)

Mrs Norma Maxwell – Principal Teacher/Class Teacher of P5-7 (0.2 FTE)

Miss Katie Scott - Class Teacher of P1-4 (0.8 FTE)

Mrs Roz Stevens – Class Teacher of P1-4 (0.2 FTE)

Non-Teaching Staff

Ms Jenny McNeill (Learning Assistant & Senior Clerical Assistant)

Mr Ben Wild (Temporary Senior Clerical Assistant)

Mrs Clare Fenwick (School Catering Manager and Cleaner)

Mr Andrew McWilliam (School Facilities Assistant)

Visiting Teaching Specialists

Mrs Pat Tipping (Additional Support for Learning)

Mrs Sue Bielinski (Art – Term 1 and 3; Music Term 2 and 4)

Education Officer

Mr David Maxwell

6.6 Terms and Holidays

Current school year (2017/18)

Term 3

First day - Thursday 4 January 2018

Mid-term holiday - Monday 12 February 2018

Teacher training - Tuesday 13 and Wednesday 14 February 2018

Last day - Thursday 29 March 2018

Spring holiday - Friday 30 March 2018 to Friday 13 April 2018

Term 4

First day - Monday 16 April 2018

May Day holiday - Monday 7 May 2018

Teacher training - Friday 1 June 2018

Last day - Friday 29 June 2018

Summer holiday - Monday 1 July 2019 to Friday 16th August 2019

Next school year (2019/20)

Future holiday dates can be found on the Council Website <http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates>

7. Communicating together

7.1 Contact us

If you need to find out something then please pop in to school if you are passing or just pick up the phone and a member of staff will hopefully be able to help you. We are also happy to respond to queries by email.

7.2 Any concerns

If you have concerns, these are just a few ways in which you can contact the school to make us aware of them.

You can:

- write a short note in your child's reading diary/pupil post which the teacher will reply to.
- pop into school before 9am or after 3pm if it is just something very minor and will only take a few minutes.
- make an appointment by contacting the school office if it is something more lengthy you wish to discuss.
- pick up the phone, leave a message on the answer phone and/or have a quick chat with the member of staff.
- e-mail us to gw08officegelston@ea.dumgal.sch.uk

7.3 If you have a complaint

Although it is expected that such incidents will be rare indeed, some situations arise when a parent may feel he or she has a justified complaint against a member of staff. Such complaints should always be made, in the first instance, to the Partnership Head Teacher, when it is hoped an amicable solution may be reached. Should this fail, the complaint should be made in writing to Children, Young People and Lifelong Learning (CYPLL), 122-4 Irish Street, Dumfries, DG1 2PB for further consideration. If the complaint is against the Head Teacher then please contact the school's allocated Education Officer.

CYPLL operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/complaints>

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

8. How the School Works?

8.1 Enrolment

Children who have attained their fourth birthday by the end of February may begin school the following August. Enrolments take place in early January – notices will appear in the local press giving further information. On enrolment days parents are asked to visit their catchment school to complete the relevant paperwork, the child's birth certificate and proof of address is required for this. Parents wishing to visit the school prior to enrolment are very welcome. Please contact the school office to arrange a suitable time.

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

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

8.2 Moving from Playgroup/Nursery

The majority of our new entrants either attend Castle Douglas Primary School Nursery Class, Kelton Nursery or Treasure Island Nursery. Our Early Years teacher works closely with playgroup/nursery 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. In the summer term, new entrants are invited to come to school for some transition sessions. Parents will receive a note of these dates in the summer term.

8.3 School Day

9.00 am	Pupil day begins
10.30 – 10.45am	Morning Interval
12.30 – 1.15pm	Lunchtime
3.00pm	Pupil Day ends

8.4 School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Children, Young People and Lifelong Learning that parents will be supportive of the dress code.

Clothing which is unacceptable in school under any circumstances would include items which:

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

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. Guidance is available on Clothing Grants from Dumfries and Galloway Council, Education Support Services, Children, Young People & Lifelong Learning,

St Teresa's Education Centre, Lochside, Dumfries. DG2 0DY Tel: 01387 260493 on <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

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

Our school uniform consists of black sweatshirts, jumpers or cardigans which have an embroidered school badge. There are also polo shirts and T-shirts which can be ordered in various colours. Many pupils wear the colour of their "House" team e.g. Eagle wear red, Owl wear blue and Falcon wear yellow. Orders with our supplier take place in April then again in September, items are reasonably priced and of good quality. It is always extremely helpful to label or put the initials of your child onto their items of school uniform – it is amazing how many stray pieces of clothing are never reclaimed.

Birthdays – it is traditional at Gelston to allow our pupils to come to school in their own clothes when it is their birthday. If their birthday falls at the weekend then they "dress down" on the Monday. If their birthday falls during a holiday period then they can "dress down" the first day back.

Please also note that because the school is on a split site, the children have to move between buildings. The weather can change quickly and the children are advised to always have a coat with them so they won't get cold or wet at these times.

There are also occasions when the children will be allowed to wear non-uniform e.g. charity fund raising occasions, trips to sporting events. You will be advised of these through the fortnightly newsletter.

8.5 School Meals

For many years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

This has been influenced by the introduction of both "Hungry for Success" and "The Schools (Health Promotion and Nutrition) (Scotland) Act 2007" which:

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

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

Dumfries and Galloway Council's current uptake of school meals continues to be very high, we would like to thank you for your continued support in encouraging your child to have a school lunch.

For more information call on 030 33 33 3000 and ask for DGFirst, Facilities Management (catering).

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. For a form ask in school or contact Dumfries and Galloway Council, Education Support Services, Children, Young People & Lifelong Learning, St Teresa's Education Centre, Lochside, Dumfries. DG2 0DY Tel: 01387 260493 or visit or <http://www.dumgal.gov.uk/schoolmeals>

All Primary 1, 2 and 3 pupils currently receive free school meals.

8.6 School Transport

Who is entitled to school transport?

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

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

You should apply through the school. If successful you or the school will be contacted with the transport arrangements. You can check whether your child is entitled to school transport by visiting the Council's website on <http://www.dumgal.gov.uk/article/15245/Free-school-transport> 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.

Grace and favour places

Your child may get a grace and favour place if you live near a school transport route and there is a seat available on a dedicated school transport route. These places can be allocated to pupils who are not normally entitled to travel. You must re-apply each school year and this place may have to be withdrawn at any time should spaces be required for eligible pupils or if the maximum capacity or route of a vehicle is changed. Download and complete an application form to apply for a grace and favour place. The completed form should then be submitted to the school your child attends.

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

8.7 Class organisation

The school has two composite classes, which means that each classroom has children of more than one primary stage e.g. P1-4 and P5-7. Children are placed in these classes usually according to age. Where a year group has to be split between two different classrooms every effort is made to ensure that each child is educated at their own ability level, and when possible, come together with their peers for certain activities. We try to avoid such splits if at all possible.

The situation may arise that when a family moves into the school's catchment area, no space may be available for new children if a class or the school is full to capacity. Children, Young People and Lifelong learning would have to help make alternative arrangements until a place was available. It may be necessary to reorganise classes if places are available elsewhere in the school but this will only be done after a holiday break.

8.8 Playground Supervision

In a school of our size, we are not entitled to any funded playground supervision. Pupils should arrive at school after 8.45am when we can guarantee staff will be present in the building.

Members of staff are normally timetabled to be out in the playground during interval and lunchtime. There may be occasions when a member of staff, usually on playground duty, may be absent from work or off-site with a class on a visit therefore alternative arrangements would have to be made.

8.9 Positive Behaviour and Celebrating Success

At Gelston Primary it is important that all members of staff promote good behaviour through praise and rewards. Teachers have a responsibility to provide interesting, challenging and well-paced lessons which motivate and engage the interest of pupils. We pride ourselves on the good behaviour and manners displayed by our pupils in the way they conduct themselves and interact with adults and peers.

We celebrate success most weeks at our whole school assembly. "Star Student of the Week" certificates are awarded to pupils who, each Teacher feels, has made a significant achievement whether it be academic or non-academic. Each pupil also receives a leaf which they decorate for our school tree of achievement. Achievement Assemblies are held once a month and this allows pupils to celebrate wider achievement in and out of school to family and friends. The children bring along photos, certificates or medals to share with everyone. We also share success through our fortnightly newsletters to parents, through our website and in the local newspaper.

House Points - The children are divided into 3 houses to encourage pride and healthy competition. These are OWL, EAGLE AND FALCON. P7's and sometimes P6's are voted for by the pupils to serve as Captain and Vice-Captain for the year. These pupils are expected to set a good example at all times and have a share of responsibilities towards the running of the school. e.g. setting up the hall for assembly, presenting certificates at assembly, collating House Points and updating House Shield totals, keeping playground equipment boxes tidy.

House points are awarded to individual children for effort and achievement in their work throughout the week. These are then counted and the winning House is announced at Assembly. House Shields displaying progress of all the houses are situated within the school and the overall winning team is awarded the House Championship Cup at the end of year assembly.

Treasure Chest - The children also earn tokens from the staff if, for example, they have been helpful, kind or extremely well mannered. After the children have received 5 tokens this entitles them to a sticker to put on the reward chart. They then need to collect 5 stickers in total which entitles them to look in the treasure chest and take a reward. These may be toys, games, pens, pencils or even privilege cards.

9. The Curriculum

9.1 Curriculum for Excellence

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

How does Curriculum for Excellence work?

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

9.2 Curricular Information

Mathematics and Numeracy

A variety of commercial schemes are used across the school. The materials, resources and tasks are tailored to the needs of the class, group or individual. Emphasis is placed on the acquisition of basic mathematical skills and on the understanding of the mathematical processes involved. The children are also taught to calculate mentally. Teachers encourage learning through a problem-solving approach. Pupils are given opportunities to apply their knowledge, skills and understanding to practical problems at their own level of ability. Maths is also taught through topic work when appropriate.

Within the Numeracy experiences and outcomes, money features progressively across all the levels. Activities to develop financial capability can help enhance life chances and choices. It can help all children develop the four capacities of Curriculum for Excellence, particularly in becoming responsible citizens and effective contributors to society and at work, with an informed sense of their roles in the world.

ICT is used widely in each classroom to compliment Maths sessions. Children have the opportunity to work on Mathletics and Education City. Interactive Maths games are also incorporated into daily work.

Literacy and Language: Talking, Listening, Reading and Writing

Staff at Gelston teach Literacy skills in a meaningful context. We encourage talking and listening skills from the earliest opportunity. Teachers plan specific tasks in this area. We try to ensure that our children hear correct English, as this helps them with their writing.

Oxford Reading Tree Scheme is used in the early years in the school. As the children mature and develop, much more of an emphasis is given to reading class novels, and appropriate tasks are organised around the children's reading. The Accelerated Reading Programme is implemented in P5-7.

Gelston follows the Big Writing approach throughout the school. The children learn rudiments of grammar, spelling and handwriting, but are given the opportunity to write in meaningful contexts.

A wide range of resources are used to support the literacy learning. These include Jolly Phonics, Education City, Literacy World, Nelson Schemes for Grammar, Spelling and Handwriting. There are, of course, many others that teachers use in their individual classrooms.

Modern Languages – French

Children, from Primary 1, will be introduced to:

- Common everyday phrases of greeting
- Simple questions and answers
- Weather language
- Colours and numbers
- Vocabulary for theme where appropriate
- Hobbies and leisure language activities.

In line with the national 1+2 Language learning policy, by 2020 pupils from Primary 5 upwards will also be introduced to a third language. In the Castle Douglas cluster this is currently German.

Sciences – biological systems; forces, electricity and waves; materials; planet earth; topical science

Science is built into class topics when appropriate but is also taught as stand alone mini-projects or lessons. Children are encouraged to investigate scientific concepts through exploration.

Social Studies – People in past events and societies; People, place and environment; People in society, economy and business

In Social Studies, the children will develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world. They will broaden their understanding of the world by learning about human activities and achievements in the past and present as well as developing their understanding of the principles of democracy and citizenship through experiences of

critical and independent thinking. The children will explore and evaluate different types of sources and evidence and will learn how to locate, explore and link periods, people and events in time and place

Technologies – Technological Development in Society, ICT to Enhance Learning

ICT plays a key role in the learning and teaching process, with teachers using ICT to teach pupils in many curricular areas. Both our classrooms have interactive white boards. Both classes have access to both desktop and portable notebook computers. This means that pupils have access to individual computers for part of the day.

Art and Design, Dance, Drama and Music

Development of skills is directly linked with opportunities for presenting and performing. When individual teaching staff plan their work with the children, they organise activities that take account of the topic being studied in class. They look for opportunities for interdisciplinary learning with which to engage the children. Evidence of progress is demonstrated through the children's abilities and skills in communicating in different ways and settings, solving problems creatively and justifying opinions of their own and others' work.

As they progress through the school, children participate in a wide range of musical activities. They acquire basic musical knowledge and skills and the planned programme includes rhythm, notation, singing and the use of percussion. The pupils receive weekly music lessons in Term 2 and 4 this year from Mrs Bielinski, the visiting specialist.

The school has a systematic approach to the development of knowledge, skills and techniques in art sessions. Where possible, art is linked to the project for the term. Although we have a visiting specialist, children also work on projects in class.

Drama is used as a cross cutting theme in many curricular areas. Children take part in many different activities throughout the year. Examples include school performances and productions.

Religious and Moral Education

Religious Education is provided for all children throughout all phases of the school. Our programme of Religious and Moral Education focuses on Christianity and on other world religions, providing children with opportunities to compare and contrast these, and to gain understanding of the different beliefs in the contemporary world.

Assemblies are run by the Partnership Head Teacher and Class Teachers on a Friday afternoon. Parents may withdraw their child from this, on religious grounds, and from collective acts of worship. On such occasions arrangements should be discussed with the Partnership Head Teacher.

Opportunities for developing moral values are taken throughout the primary years, and all pupils are encouraged to develop high standards of personal conduct based on honesty and trust. Attitudes of care and responsibility to others are fostered so that they may be helped to grow to be mature and responsible individuals within a caring community.

9.3 Health and Well Being Education

Mental, Emotional, Social and Physical Wellbeing; Food and Health; P.E. and Sport; Substance Misuse and Relationships

Physical skills are developed progressively and activities covered in the upper stages build on the experiences gained in the early years. All classes undertake PE in the Village Hall. Swimming lessons from P3 for non-swimmers are included in the PE programme and the school is allocated sessions for Castle Douglas Swimming Pool. Parents are notified of this in advance before tuition commences.

In the interest of health and hygiene all children need a change of clothing for physical education, which should consist of: t-shirt, shorts, black pumps or trainers

Earrings, finger rings and other items of jewellery present problems of safety and security, especially during PE games and swimming lessons, and whilst children are at play. **Any jewellery must be removed during PE and swimming sessions.** In the interests of safety as well as security, we therefore discourage the wearing of items of jewellery. Long or looped ear-rings which may easily be caught and tear the skin are specifically banned, as are any finger rings that may have a raised surface (e.g. diamond, precious stone) and could cause damage.

10. The Wider Curriculum

10.1 Extra Curricular Activities

Throughout the school year, Active Schools offer blocks of activities to pupils. These occur after school between 3-4pm usually on a Monday or Wednesday.

Pupils in P6 and 7 can begin to learn to play a musical instrument with the Music Tuition Service. Lessons usually take place after school at Castle Douglas High School.

Pupils can also access other clubs which run at various venues e.g. Stitch Club, MUGA football, swimming club.

10.2 Pupil Council

The school has a Pupil Council which consists of pupils (from P3 upwards) and staff members. All pupils will sit on the Pupil Council at some point in their primary school life. The Pupil Council's meetings provide a forum for discussing ideas and concerns as well as giving the pupils a voice in the life of the school. The Pupil Council also organise school events e.g. Bingo Night, Snowman Drive.



10.3 School Trips

When possible, we like to take the children on educational visits to places of interest which they are studying as part of their class work. In a small school, this can prove very expensive but such visits are an important part of school life. Expense is always kept to a minimum but, when it is unavoidable, your help and co-operation are requested. No child will ever be excluded from a visit concerned with his/her work on grounds cost.

The school also uses Dumfries and Galloway Outdoor Activities Service every year. Residential visits to Stronord at Kirroughtree Forest are normally for pupils in P5 upwards. At other times, Outdoor Activities staff lead the children in activities such as orienteering, mountain biking and rock climbing depending on their availability and these occur during the school day.

Every second year, all the P6 and P7 pupils from the small primary schools in our cluster, visit a privately run centre. This visit gives the children the opportunity to meet and work with pupils that they will be attending high school with. Activities such as archery, wall climbing, zip-wire, fencing and abseiling are available for the children to try.

Parental permission must be granted for all visits whether they are local e.g. swimming lessons at C.D pool or trips further afield e.g. Glasgow Science Centre. To cut down on paperwork, a general permission form which covers local visits only is sent home at the beginning of the new session. A separate consent form is issued for specialist activities e.g. orienteering or hill walking and for trips out-with the local area when the need arises.

10.4 The Community

At Gelston, we try to involve our local communities at Rhonehouse as well as Mid-Kelton in any events that we are hosting e.g. our summer fete, bingo nights, concerts. We also use many of our local partners to enhance the learning and teaching experience of our pupils e.g. Historic Scotland at Threave Castle; National Trust at Threave Gardens.

10.5 Eco Work

At Gelston, we all take responsibility for looking after our school environment. From a very early age the pupils are encouraged to litter pick, plant bulbs, grow seeds and feed the birds. The whole school works to maintain our outdoor classroom/nature garden.

11. Home/ School Partnership

11.1 Parent Council

Gelston School Parent Partnership Members 2019/20

The Parent Council lend support through various fundraising activities throughout the year to aid the children and staff in their education and development. We feel we are an integral part of the life of the school, linking parents and pupils not only by providing additional funds but also to participate in the life of the school, as we feel our children's future should be a partnership between staff, parents and pupils.

We encourage all parents to be part of the Parent Council in whatever way they can and get involved in the life of the school. Please feel free to contact a member of the Parent Council to get involved and have some fun whilst benefitting our children and school.

Jim Campbell - Chairperson

<u>Parent Members</u>	
Jim Campbell (Chair)	Abby Tuchiewicz (Vice Chair)
Julie Irving (Treasurer)	Dawn Campbell (Secretary)
<u>Staff Member</u>	<u>Councillors available if required</u>
Mrs Mary Lidstone-Scott (Partnership Head Teacher)	Jane Maitland or Dougie Campbell

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

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

- Receive information about the school and its activities;
 - Hear about what partnership with parents means in our school;
 - Be invited to be involved in ways and times that suit you;
 - Identify issues you want the parent council to work on with the school;
 - Be asked your opinion by the parent council on issues relating to the school and education it provides;
 - Work in partnership with staff; and
 - Enjoy taking part in school life in whatever way possible
- The type of things the parent council may get involved in include:
- Supporting the work of the school;
 - Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
 - Promoting contact between the school, parents, pupils and the local community;
 - Fundraising and organising events;
 - Reporting to the parent forum; and
 - Being involved in the appointment of senior promoted staff.

Parents are welcome to attend and be involved in the discussions at Parent Council meetings. Please contact one of the parent members if you have an issue you would like discussed at a meeting.

11.2 Communicating with Home

Every Friday your child will receive a Pupil Post wallet which contains any correspondence that needs to be read or completed and sent back. There is a fortnightly newsletter sent out in paper format or it can be e-mailed. Staff may sometimes make a quick phone call home to clarify an issue or they may write a note in the child's homework diary. On occasion you may receive reminders via text message sent from the school office.

Reporting on pupil progress is an important form of communication between home and school. In September/October, pupils and staff prepare learning targets from September to December which are shared with parents/carers. There is an Autumn Review where a learning conversation takes place with the class teacher to discuss how well the child has settled in to their new class and to review work and learning targets from the start of the term. Parents and pupils also have the opportunity to discuss next steps. Revised targets are then sent home in January. There is a Spring Review where another learning conversation takes place and this allows parents to see class work and to review how well their child has been doing towards reaching their learning targets and with the curriculum in general. Pupils and staff then prepare next steps and new learning targets for April to June which are shared with parents. Finally, an end of session review takes place in June, a summary of learning targets and attainment is sent home which reviews the learning over the school year. There is also an open afternoon/evening to accompany this report and parents may request an appointment with class teachers if required.

Should we feel that a child is not making satisfactory progress and is in need of additional support, we will inform you and invite you to the school to discuss the matter with us.

In addition to these scheduled times, parents are welcome to come and see us at other times if they have any queries, or are at all concerned about any aspects of their child's schooling. Appointments must be made beforehand by telephoning the school on 01556 502415.

11.3 Attendance

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

Unexplained Absences / Lateness

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

Parents are asked to ensure that:

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

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

Holidays

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

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

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

11.4 Homework

Homework is an extension of class work and therefore an area which has been previously taught. Spelling is done on a Look, Say, Cover, Write and Check system which the children are familiar with. Please encourage your child to explain his/her homework to you, it clarifies their thinking.

Homework should take 10-20 minutes (up to 30mins to prepare for Secondary by P7) to complete in one evening. Please see your child's teacher if this is not the case, so that additional support can be given. (Older classes may have a week to complete e.g. Monday to be handed in on Friday. This is to encourage them to organise and pace themselves.)

Parents are asked to read, check and sign the homework – your interest is really beneficial in supporting your child. Find out how your child learns best e.g. with/ without music, after a break / straight from school, alone/ with company, in their bedroom/ kitchen table?

Please feel free to write constructive comments in the homework. It can be a useful source of feedback and communication between parent and teacher.

Please encourage your child in presenting their homework task well by taking pride in good work – we want to give lots of points!

Pre-Reading - looking at and talking about what children see in their environment and books.

Reading - children pre-read in class then re-read at home. Parents should listen and encourage and ask questions about the pictures and reading passages. If the child is struggling with a word then parents should tell them the word and allow the child to continue with the flow of the story.

Children may also bring home :

- a sounds jotter and key words to reinforce work done in the class.
- written activities which follow-up work from the core reading schemes or book studies.

Other Activities :

- Topic or general research activities.
- Asking children to look out for certain current affairs events / theme related items and bring in information.
- Number - mathematics tables, Homework Link-Up sheets.
- Spelling or topic words to practice and learn.
- On rare occasions work which has not been finished in class - this will be noted in the homework jotter.

The Additional Learning Support teacher may also set similar tasks to the class teacher which will be noted in the homework jotter.

Reading activities will usually be on a weekly basis but the frequency will depend on the level the child is working at. For some children, especially P1-3, new reading homework will be more frequent. Other activities will be introduced as appropriate.

11.5 How is my child doing?

Assessment is the means of obtaining information which allows teachers, pupils and parents to determine what a child is actually achieving in relation to expectations of achievement.

Teachers report on pupils' progress and attainment across the whole curriculum using their professional judgement as well as the evidence available to them from continuous assessment throughout the year.

Assessment is built into the everyday learning experiences of our children. In this way all our children are encouraged to discuss what they are learning and how they are learning. Some of the strategies used in each of the classes are listed below:

- Clarifying and sharing our learning intentions at the beginning of a lesson.
- Involving the children in self-evaluation against the learning intentions – “How well did I do?”
- Empowering the children to assess each other's efforts.
- Target setting so that children and parents know what we are aiming for.

Summative Assessment:

Other testing also takes place over the course of the school session at Gelston. This may range from a Maths check up assessment to a Reading comprehension test. Children in P1 undertake a baseline test (PIPS) on entry to primary school. This is primarily to give teachers an indication of ability in Literacy and Numeracy. This assessment is retaken at the end of P1 to highlight progress and next steps. Pupils in P3-P7 currently undertake an INCAS assessment which is a bench-marking tool that the authority uses for all primary schools.

11.6 Pupil Profiles

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

In Gelston, each pupil has a Pupil Folder. Learning targets and Achievements are recorded here. The folder may also contain examples of work from all areas of the curriculum. Both pupils and teachers choose which items to include on a regular basis. As well as giving staff evidence of how the pupil is progressing it will also give pupils a mini record of their primary career when they transfer to secondary education. Pupils in P5-7 maintain an online pupil profile where targets, next steps and achievements both within and outwith school are recorded. This profile is transferred to High School.

On enrolment a Pupil Progress File is held for each child. This contains copies of report cards, medical reports and relevant information on the emotional and social development of the pupil. On leaving Gelston Primary the file is forwarded to the subsequent secondary school or to their next primary school.

Pupil Progress Files are strictly confidential but are available to parents on request.

11.7 Helping your child

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

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

- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

Information provided by Education Scotland – Parentzone

11.8 Helping the School

As a small school with many part time staff we highly value any help from volunteers. At the start of each school session we always ask our Parent Forum if anyone would like to be a volunteer helper in the school. Some of the kind of activities we may ask you to do are:- play maths and language games with small groups; hear reading; help infants with jigsaws; organise resources; help with photocopying; assist on school trips. Willing helpers then have to complete a PVG check before commencing work in the school.

11.9 Useful Information

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

<http://www.educationscotland.gov.uk/parentzone/>

12. Support for All

12.1 Pupil Support

All members of staff at Gelston are here to support your child. From time to time 'accidents' involving soiling or wetting do happen. If this happens to your child, the staff will endeavour to deal with the situation as sensitively and discreetly as possible, and to keep you informed.

The action might include :

- offering the child fresh clothes from a stock held in school, and the chance to wash or wipe themselves in private.
- Helping the child to clean up, if they are happy for this to happen, and if there is a suitable adult around to assist.
- Contacting parents or emergency contacts to come into school, or take the child home, to clean up,

If your child has an ongoing condition or problem which is likely to make 'accidents' an issue, please do discuss it with your child's teacher, partnership head teacher or the school nurse.

12.2 Pastoral Care/Anti bullying

We are very fortunate in having a happy school where school rules are kept to a minimum and the children generally work and play well together. However we have to be aware that incidents of bullying, verbal or physical, may occur. Such incidents can have a profound effect on a child's attitude to school and it is often very difficult to spot such behaviour in the playground and classroom. Experience has shown that parents, rather than school staff, are often the first to find out a child is being bullied. Please don't hesitate to contact the school if you have any concerns. It is vital that the school is informed as early as possible so appropriate action can be taken.

12.3 Additional Support for Learning

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

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

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Children, Young People and Lifelong Learning 'The Framework for Support 2006'. This Framework is currently under review.

The school is currently allocated 3½ hrs per week for Additional Support for Learning. Our visiting teacher, Mrs Andrea Mitchell, works with all small primary schools in our cluster and supports groups and individuals during timetabled sessions.

Our allocation of Learning Assistants to provide additional support varies each year depending on our audit of need information.

Pupils with additional support needs are educated with their peers in mainstream classes at Gelston.

What is Additional Support for Learning (ASL)?

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

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

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. 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.

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

At the moment 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 managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council web <http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning>

site

or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

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

12.4 Getting it Right for Every Child (GIRFEC)

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

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

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

12.5 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included**. Schools and front-line education and child care services will play an important role in ensuring all children and young people are

safe and well. Further information is contained within the [Child Protection Policy for Schools, Pre-School and Child Care Services](#) which is available from the school and the on the Council website.

12.6 Educational Psychology Service

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

We do this by:

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

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

12.7 Opportunities For All Officer

An Opportunities For All Officer can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Head Teacher can ask for this support on a parent's/carer's behalf.

13. Moving to Secondary School

13.1 Catchment Secondary School

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

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

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

13.2 Transition Activities

SECONDARY TRANSITION CALENDAR

The transition programme features a series of visits to associated primary schools; Gelston/Crossmichael Partnership, Castle Douglas Primary School, Hardgate/ Lochrutton/Springholm Primary Partnership.

Pupils from these schools transfer to Castle Douglas High School, Dunmuir Road, Castle Douglas, DG7 1LQ. Phone 01556 502821.

13.3 Induction Days – these still have to be confirmed.

13.4 Support Available

Any pupils who will require enhanced or supported transition to high school are identified in P6 and these pupils work closely with the High School and other agencies as appropriate to aid a smooth transition.

14. School Improvements

14.1 Improvement plan and priorities for 2018/2019

School Priority 1 – Modern Languages 1+2 (Partnership & Cluster)

- To continue building confidence in acquisition of French as a second language.
- To introduce P5-7 to Spanish as a third language.

School Priority 2 – Science (Partnership & Cluster)

- To raise attainment in Science by developing a consistent approach to the teaching of Science within all schools in the Cluster.

School Priority 3 – Achievement of a Level- Moderation of Literacy and Numeracy (Partnership & Cluster)

- Teachers will moderate pupils' learning in Literacy and Numeracy through Science. (E.g. Data Handling, Measure and Functional Writing.) This will enable them to share the standard expected to show achievement of a Curriculum for Excellence Level (Early, First, Second and Third).

School Priority 4 – Leadership of Change - To ensure that we have the highest possible standards and successes for all learners (Partnership)

- Developing a shared vision, values and aims for Crossmichael and Gelston Partnership Primary Schools relevant to the schools and their community.
- Developing a consistent approach to building positive relationships within and across the Partnership Schools. (E.g. Ensuring that all stakeholders have ownership in developing a shared approach to promoting positive behaviour.)
- All stakeholders will show a collective commitment to the shared vision through daily actions.
- We will engage in a 'Nurture' programme and promote the six principles of nurture in school.

School Priority 5 – Curriculum - To Develop our Curriculum Rationale and Curriculum Structure (Partnership)

- We will work together to develop, promote and sustain an aspirational vision and rationale for our curriculum shaped by the school and its community.
- We will develop a 'Curriculum Rationale' document which we will use to ensure that there is a shared understanding of the purpose and design of the curriculum.
- We will develop a draft copy of our 'Curriculum Structure' detailing equity of opportunity to maximise the successes and achievements of all our learners. It will take into account the four contexts of learning (Ethos and Life of the School, Curricular Areas and Subjects, Interdisciplinary Learning and Opportunities for Wider Achievement) and will promote creativity, enterprise, sustainability and opportunities for international engagement. It will include links to where pupils can use their local community to enrich their learning experiences.

14.2 Achievements

House Points

The children are divided into three Houses to encourage pride and healthy competition. These are OWL, EAGLE AND FALCON. P7's are voted into office by the pupils, following an election speech, to serve as Captain and Vice-Captain for the year. They are expected to set a good example at all times and have a share of responsibilities towards the running of the school e.g. organising House Competitions, awarding the certificates for Student of the Week out of each class at our Assembly etc. House points are awarded to individual children for effort and achievement in their *work* throughout the week. These are then counted and the winning House is announced at Assembly. A chart displaying progress of all the houses is displayed on our noticeboard and the overall winning team is awarded the House Championship Cup at our end of year assembly. Through this approach we hope that each member will take pride in and identify with their House, and urge others to try their best in every aspect of school life.

Student of the Week

Class 'Star Student of the Week' Certificates are awarded at assembly to the pupil who, each teacher feels, has made a significant achievement, be it academic or non-academic. On occasion there may be a week when more than one pupil distinguishes themselves or there are two pupils working well together, in which case two awards may be made.

Various other certificates and awards will be presented throughout the year at our monthly achievement assemblies.

In addition, other trophies are awarded to mark achievement in Writing (**Carson Shield**), Physical Achievement and Sportsmanship (**Calder Trophy**) as well as the **Gelston Citizenship Cup** presented to the pupil displaying citizenship qualities consistently throughout the year.

Incentive stamps and stickers are given regularly to every child and each class teacher ensures that oral and written praise is given frequently and consistently as we firmly believe this is both rewarding and motivating in bringing out the best in each child. Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work, and when necessary, their behaviour.

15. Health and Safety

15.1 Emergency Procedures

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

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

15.2 Severe Weather and School Closure Arrangements

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 and emergency contact arrangements. All school closures will be notified on the Council Website.

<http://www.dumgal.gov.uk/article/15081/Home>

15.3 Health Care

Children, Young People and Lifelong Learning directorate is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the 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.

Administering Medication and Allergies

All schools within Dumfries & Galloway follow the guidelines set out in the NHS 3 - 18 Healthcare in Schools Policy. Please contact the school if your child needs to have medication administered during the school day, however, it is encouraged that any medication that is required should be administered before coming to school, or after the pupil arrives home if possible. Parental / guardian permission needs to be given by way of a signature, prior to any medication being administered to a child during the school day. Should your child develop any allergies we are not already aware of, can you please inform the school in writing, and a Health Care Plan will be completed this information will then be stored on the School Management System.

15.4 Data Protection

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

15.5 Images of Pupils

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

15.6 Use of the Internet

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

16. Other Useful Information

16.1 Education Support Services

Education Support Services is there to help parents and pupils and can be contacted on the number shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education. Please contact Dumfries and Galloway Council, Education Support Services, Children, Young People & Lifelong Learning, St Teresa's Education Centre, Lochside, Dumfries. DG2 0DY Tel: 01387 260493

16.2 Policies

There are a number of National, Children, Young People and Lifelong learning and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Council website

The following is a list of the policies which may be most relevant to you and your child/ren although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)

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

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